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ABSTRACT

To help vocational education administrators produce a personal plan for professional development, this manual describes how to use needs assessment instruments, prepare the feedback, and interpret the feedback. An introduction briefly reviews the project that developed the process and defines potential users and needs assessment. The needs assessment process is then described that involves use of three different instruments for self evaluation and parallel evaluation by both superordinates or colleagues and subordinates. These areas are examined: administrative knowledge base, operation in general administrative/management procedures, and functioning in terms of administrative tasks. Information is provided for each major activity-orientation, instrument completion, parallel raters, and followup in data collection. The next section reviews the feedback package format. Mechanics for compiling the data and preparing feedback are described using illustrative examples and example forms. The evaluation instruments and feedback package are appended. (YLB)

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Needs Assessment for Vocational Education Administrators:

an evolving system for staff development decision making

User's Manual

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2. Stimulate and facilitate innovative research and development efforts of individuals and groups.

3. Disseminate research-related information to assist research and development efforts and to speed the implementation of worthy educational innovations.

4. Encourage and conduct training activities designed to increase the number and improve the competency of producers and consumers of vocational education research-related activities.

ACKNOWLEDGEMENT

This user's manual is the third publication resulting from the Minnesota Research and Development Center (MRDC) for Vocational Education project to develop a working process of staff development needs assessment for vocational education administrators.

The project members wish to again thank the individuals who contributed to this effort: MRDC staff particularly George Copa and Brandon Smith who provided invaluable critiques throughout the project; the vocational administrators who served on advisor groups; and particularly those vocational education administrators who participated in the pilot, field test and related activities.

ABSTRACT

This user's manual is the result of a three year project directed at preparing staff development needs assessment process for vocational education administrators. Two previous reports describe the development and field testing of the process described in this manual.

A brief review of the project is provided with emphasis on defining potential users and needs assessment.

The needs assessment process is described. The mechanics of the system are outlined. Substantive information is provided for each major activity -- orientation, instrument completion, parallel raters, follow-up in data collection.

The feedback package format is reviewed. The mechanics for compiling the data and preparing feedback are described using illustrative examples and example forms.

Feedback interpretation is illustrated by means of three examples. Potential interpretation models are suggested for user consideration.

This manual is a "how to" use the vocational education administrator needs assessment instruments, prepare the feedback, and interpret the feedback. The goal is to help vocational education administrators produce a personal plan for professional development.

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INTRODUCTION

Overview

This manual is the result of a three year project directed at preparing a staff development needs assessment process for vocational education administrators. Other Minnesota Research and Development Center for Vocational Education (MRDC) projects in the staff development area parallel this work and provide needs assessment materials for classroom teachers (Allen and Dreyer, 1978) and vocational education planners (Copa and Geigle, 1976).

Two previous reports (Leske and Frederickson, 1979 and 1980) explain the development and field testing of the process described in this manual. Readers are encouraged to obtain these documents and review them since the developmental aspects of the materials and their philosophical bases are only summarized here.

The system described in this manual is the result of pursuing the goal of developing a process for staff development needs assessment for vocational education administrators. A basic assumption is made that staff development activities are intrinsic to all levels of educational staff positions. All of us can improve on the set of knowledge, skills and attitudes that allow us to function in our work environments. A second assumption is that any staff development activity will be more effective if it is "targeted" on the result of some type of orderly needs assessment process. A random set of activities would presumably only give equally random results. Activities addressing specific, high priority needs should be more efficient in terms of results. An effective staff development process is an ordered sequence of events cycling throughout an individual's professional career. Figure 1 presents the sequence which was developed during this project.

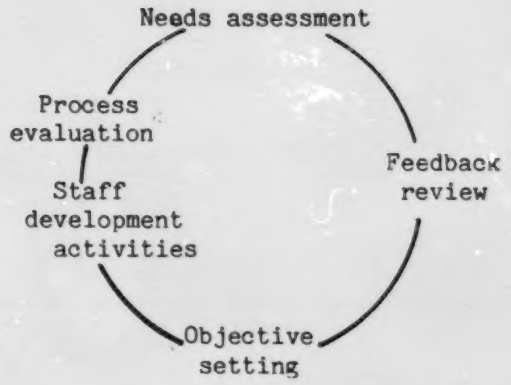


Figure 1. Staff Development Process Cycle

Needs Assessment is the first step in this cycle and must provide an objective means of qualifying and quantifying potential need areas that might foster professional growth. Materials facilitating this needs assessment must delineate a staff position and its responsibilities into manageable pieces that will allow closer examination. The job components investigated in this assessment process are thought to be representative of the staff catagory typically defined as vocational education administration.

A major part of this needs assessment process is a feedback scheme that provides users with a set of data that can subsequently be translated into specific staff development activities. Review of this feedback data is an individual or specialist assisted process that suggests and evaluates the findings of the needs assessment process. Due to the unique nature of each administrator's job and personal qualifications, only the individual user is capable of translating the needs assessment findings into working staff development objectives. This feedback review is an intermediate step between needs assessment and objective setting and is directed at increasing the efficiency of the staff development cycle.

Objective setting provides a means of prioritizing identified staff development needs and ascribing time measures for completion. A process of needs assessment will usually identify items of varying levels of specificity. Some needs may be categorical; i.e., "Time Management Skills," while

others may be quite specific; i.e., "provide for a student record and keeping systems." Objectives are often organized into long, intermediate, and short term categories. Identification in this manner facilitates the translation of these objectives into specific staff development activities.

Staff development activities addresses meeting staff development objectives in an orderly fashion. Typically, such activities include workshops, course work, and personal research, readings, or action. These pursuits form the core of the staff development scheme. The preceding overview should demonstrate the dependence of effective staff development on an ordered needs assessment process.

The last step in this sequence is process evaluation. Moving through the cycle assumedly will produce some measure of success, and at this time it is important for system users to evaluate the entire process in an attempt at improving the efficiency of subsequent staff development cycles. By examining each step in the sequence, one can act to maximize the effect of future cycles. Following the preceding sequence should lead toward an effective return from staff development efforts.

This user's manual describes the developed needs assessment process for vocational education administrators. Mechanics of the collection process are described as well as the processing of data into the feedback format. While suggestions for objective setting and development activities will be offered, the application of the materials is a decision that must be made by the user.

Potential Users

The system described in this manual is directed at a wide variety of vocational education administrative staff positions. Applicability will range from first level management to director or superintendant positions. Ultimately, the appropriateness of the system to a specific position must be decided by either the individual user or the resident staff development specialist.

Certain knowledge and skill catagories in the needs assessment materials are more job specific than others. The Administrative Tasks section is

most specific in terms of job definition. Reviewing this section first will provide the most expedient indication of applicability to a certain individual on job description. One function of the Administrative Tasks category in the needs assessment instruments is to provide an overview job description specific to the user's position. While most administrators will not have job responsibilities using all the defined task category, it is suggested that the instruments and process are best used with positions that include at least 25 to 30 percent of the Task section items.

The needs assessment sections directed at administrative Knowledges and Procedures are less job specific. Items in these assessment categories are much more generalizeable to the majority of vocational education administrators.

Along with a self assessment by the individual administrator, the needs assessment process requires parallel assessments by the administrator's peers and colleagues. Analyzing the appropriateness of this system to a particular situation should include a measure of how easily and expediently parallel assessments can be conducted. Parallel needs assessment forms are generally distributed to six other staff members. Three of these should work in subordinate or peer positions to the administrator and three would ideally be described as superiors in the administrative hierarchy. Exceptions to these designations are frequent and the unavailability of one or two parallel assessment candidates should not seriously affect the utility of the needs assessment process.

The operating logistics of this needs assessment system may limit its applicability to some practitioners in vocational education administration. The instruments are capable of producing an overwhelming amount of information that is then condensed into a workable feedback summary.

Needs Assessment and Job Evaluation

It is important to differentiate staff development needs assessment from job performance evaluation. Performance evaluation attempts to compare an individual to some external standard. The intent of performance evaluation is usually directed at considerations of job promotion,

compensation, or retention. The distinctive characteristic of performance evaluation is a summative statement of overall function in a specific position. The obtaining of a recognized standard is usually seen as the goal and employees are rewarded accordingly.

Staff development needs assessment makes no attempt at comparison to an external standard. Needs assessment is compared only to an internal standard -- a persons performance on the job. While the objectivity of this standard is assisted by other individuals (parallel assessments), the individual is ultimately given responsibility for making effective decisions from the gathered information. This perspective is critical to the effective uses of the needs assessment instruments. The needs assessment process described in this report attempts to delineate significant differences in the quality of an individual's performance of specific job responsibilities. This differentiation can be seriously hampered if the process is viewed as job evaluation.

Needs assessment instruments and job evaluation schemes both often use Likert scales to draw out specific items or categories. Frequently, a Likert scale used in a job evaluation is "orphaned" at one end -- full use of the scale is seldom realized. Raters tend to only operate above or below the scale mid point. Early pilot tests indicated a similar phenomena with the needs assessment instruments developed as part of the project reported here. Raters often concentrated on the upper end of the seven point Likert scale and subsequently hamper the prioritizing of identified staff development areas. Perhaps this phenomena is related to the individual associating needs assessment with job evaluation. Their appears to be a natural tendency to not be too hard on oneself or others. Exphasizing the differences between needs assessment and job performance is a major responsibility of users or facilitators of this administrator needs assessment system. The position taken in this project is that needs assessment is done "by" a person rather than "to" a person, the latter being seen as the case in job evaluation.

THE NEEDS ASSESSMENT PROCESS

Mechanics of the System

The needs assessment instruments have been designed to examine the individual's Administrative Knowledge Base, operation in General Administrative/Management Procedures, and functioning in terms of Administrative Tasks. Three different instruments are provided, differing in person reference and assessment areas. See Appendix I.

The recommended sequence for use of the system begins with an orientation to the system. Following an orientation session, administrators are asked to complete the self assessment and consider appropriate individuals to complete the parallel forms. Six parallel forms are distributed, three blue to superordinates or colleagues, and three green to subordinates. A brief orientation session for these individuals is provided by the individual administrator asking for the assessment or a local school person if more than one administrator is involved. Completed forms are treated as confidential and individually returned to the individual who will be compiling data into the feedback format. The resulting feedback is then presented to the administrator in conjunction with guidelines for interpretation. Figure 2 outlines these activities.

Collating the seven collected needs assessment forms into the feedback format will assumedly be accomplished or directed by the person reading this manual. Procedures outlined in following sections are offered as guidelines drawn from the authors' experiences with the system. Modifications are the prerogative of the staff development specialist or system user.

Guidelines for Completing Self Assessment

Orientation. It has been found that an orientation session prior to completing the self assessment is very important. The similarity of the

Activity	Persons Involved: Staff development person	Administrator	Parallel Raters
1) Orientation to needs assessment process	x	x	
2) Complete self assessment and select parallel raters		x	
3) Confirm parallel raters and submit names to staff velopment person (data compiler)		x	
4) Distribute parallel rater forms and orient raters	x		
5) Raters complete forms and submit to staff development person.			x
6) Optional - follow-up on parallel raters not submitting forms (7-10 days)	x		x
7) Compile Feedback package	x		
8) Feedback interpretation	x	x	
9) Specify staff development objective		x	
10) Plan and/or participate in development activities	?	x	

Figure 2. Needs Assessment System Activities

needs assessment instruments to surveys, forms and evaluation instruments common in educational settings may adversely effect accurate completion. A clear understanding of the subsequent use of the needs assessment to define individual staff development needs is critical.

First time users of the needs assessment process should be instructed in the logistics of the system before they complete their self assessment and identify parallel form completers. The effectiveness and integrity of the needs assessment process is primarily contingent on an understanding of the process by the individual administrators who participate. The review of an example feedback package and process activities (Figure 2) is the most expedient vehicle helping to understand the system. Appendix II provides an example Feedback Package. Primary emphasis should be placed on the following characteristics of the feedback.

1. Feedback is provided in both summary and detailed form.
2. Summary data presents both categorical and specific designations. (Bar graphs are categorical. Item listings are specific).
3. Interpretation is facilitated when individuals completing the assessment instruments have used the full range of scale responses.
4. Summary indications in the feedback form can be checked against the Detailed Data.
5. Incomplete instrument responses can inadvertently skew the feedback.

Instrument completion. System users should be familiar with the key aspects of the assessment instruments. Prior understanding of the ultimate intent of the needs assessment instruments is critical to maximizing their utility. Administrators should be instructed to read the first page of the self assessment instrument.

You will then want to answer questions and comment on the points which follow. The administrator and his/her position are assessed in terms of the three categories of Administrative competence: Knowledges, Procedures, and Tasks. While the three are not seen as mutually exclusive, their separation assists an objective and definitive process. Each section requests

ratings on seven point Likert scales as a vehicle to separating and highlighting staff development need areas. It is important to emphasize that the strength of this need is relative only to the individual operating in a specific position. The purpose of the scale rating is to prioritize need areas. With this in mind, encouraged the administrator to make full use of the Likert scale, "utilize the full scale range when necessary." A plotting of scale responses over an assessment section should result in a distribution of responses across the full range of the scale.

Section I in the self assessment form looks at categories of knowledge which are believed to be necessary for effective functioning as a vocational education administrator. Two scales are used, one as an indication of importance to the position and the other as an index of the administrator's felt need to acquire more knowledge. The assumption is made that a high rating in terms of importance and need to acquire more knowledge will identify a potential need area. Qualifying items will subsequently be highlighted in the feedback report to the administrator. Notice that a high rating on only one of the scales will not necessarily translate to a potential staff development need.

Section II identifies the administrator's operation in general administrative and management procedures. Seven administrative procedure areas have been synthesized from the administrative process literature to reflect day to day operating modes in vocational education administration. Each has then been divided into activity statements whose inclusion in the procedure would tend to increase the possibility of effectiveness. These statements were again synthesized from the literature. The assumption is made that effectiveness or efficiency in the procedure area is directly related to frequency of use of the activities specified. Again, administrators are asked to be as objective as possible and to make use of the full range of responses.

Section III is labeled Vocational Education Administrative Tasks. The presentation of a comprehensive listing of tasks representing a wide range of administrative positions is designed to fulfill two functions: to provide an accurate job description delineating the administrator's job responsibilities and to quantify the administrator's need to improve on the

specific tasks. Task responsibility is specified yes, no, or delegated. Delegation of task responsibility is a frequent operating procedure in administration. This differentiation can cause confusion when delegated tasks are rated in terms of need to improve. Need to improve ratings could apply either to performance on completion of the task or the effective delegation of the task. Since the instrument's second section investigates proficiency in delegation, it is suggested that the need to improve ranking for delegated tasks refers to how effectively the task is completed. This evaluation is often external to the actual control of the administrator, but as long as its responsibilities is defined under the administrator's job description, the distinction seems appropriate.

Selecting appropriate individuals to complete parallel forms. The needs assessment process includes a valuable check between the administrator's self perceptions concerning his/her position and the perception of colleagues. The level of congruence provides an indespensible source of information concerning an individual functioning in a specific position. The effectiveness of the parallel forms is primarily contingent on their assignment to appropriate individuals and, again, on these persons' orientation to the needs assessment process.

The parallel needs assessment instruments involve two categories of staff. One group is designated as the administrator's superordinates or colleagues and the other as subordinates to the administrator's position. The distinction is made in an attempt to obtain more accurate parallel assessments for the three assessment sections. Superordinates and close or tangential working colleagues are definitely in the best position to know an administrator's job responsibilities and provide an accurate perspective on the skills required for job completion. The needs assessment forms for these individuals assess the importance of specific knowledge areas to the administrator's position and the scope and operation of specific administrative tasks. The section on administrative knowledges addresses whether an area is important to the position. The section on administrator tasks asks for an indication of whether the task is within the administrator responsibility and the proficiency of its completion.

The parallel form designated for completion by subordinate staff members assesses administrative operation in general administrative/ managerial procedures. The assumption is made that subordinates are not in the position to accurately assess the total set of knowledges and tasks common to an administrator's position, but are in the best position to assess an administrator on his/her general management skills. The green forms measure the frequency of operation utilization as an indication of proficiency in specific management competencies.

The foregoing distinctions may not be appropriate for all vocational education administrators or administration positions. The ultimate use and assignment of parallel forms is up to the individual admnistrator. The following guidelines are offered as suggestions.

1. A total of six (6) completed parallel forms are recommended (3 blue forms, 3 green forms).
2. Parallel form assignment is the responsibility of the individual administrator. Following this requirement will allow a more accurate interpretation for the feedback by the administrator.
3. An orientation session should be conducted for those completing parallel forms.
4. Confidentiality should be maintained in the return of forms.

Parallel raters. The administrator should confirm that the parallel raters are willing to complete their forms. Their names should be submitted to the staff develop person. (If you as an administrator must or wish you can assume the activities of the staff development person). The staff development persons will need to arrange an orientation meeting for the parallel raters.

The parallel rater's orientation should be brief covering the following points:

1) Purpose of the needs assessment process.
2) Their role as parallel raters.
3) The instrument directions and need to use the complete scales.
4) Confidential return to staff development person (external compiler of feedback not the individual completing self assessment.

5) Dates for return and follow-up if not returned.

Follow-up on data collection. With seven or more individuals involved in providing assessment data, monitoring the return of assessment forms becomes critical. Along with an orientation to the needs assessment process, individuals completing the forms should recognize that one or two missing instruments stops the process until they are obtained. The forms typically require less than 20 minutes for completion. Emphasizing this to participants usually speeds return.

Expediency in the collection process is important in keeping turn around time from instrument assignment to feedback interpretation to a minimum. To a certain extent the needs assessment process captures a single frame cross-section of time. Accurate interpretation is enhanced by the administrator reviewing feedback information in the context of the atmosphere surrounding its collection.

Since forms are usually returned independently and confidentially, coding is required prior to distributing the instruments. The most convenient method is to assemble packets for each administrator with a labeled code number on the self assessment and the appropriate number (usually 6) of parallel forms. Returned assessment instruments are then maintained in a code numbered file folder until all forms are collected.

In larger school systems, it may be important to also code instruments to specific individuals completing parallel instruments. Doing so will allow missing forms to be located.

USER FEEDBACK PACKAGE

Feedback Format

Since the needs assessment instrument is divided into three separate assessment domains, each domain requires rather comprehensive examination, and parallel assessments are used; the system is capable of generating an enormous amount of information. Numerous attempts were made to shorten the needs assessment instruments during their developmental stages. Each attempt required either a substantial loss in comprehensiveness and/or

objectivity. Pilot testing of the instruments revealed that the average completion time for the instruments was low (under 30 minutes). Since this time investment appeared reasonable for system users, efforts shifted to designing a manageable system of returning feedback to the user.

Early in the project pilot phase a decision was made to provide a feedback format with both summary and detailed data. Many individuals are content to review instrument findings in abbreviated form and move into an objective setting staff development stage. Other users prefer to spend more time in analysis of the feedback data and want to inspect factors affecting summary statements. Providing both formats allows interpretation by a wide range of administrative positions and users.

Summary data provides a "short form" look at needs assessment data obtained from the self and parallel instruments. Each assessment domain is represented by a one page summary sheet containing a bar graph presenting categorical rankings and an area highlighting specific items. The three one page domain sheets are intended for interpretation in relationship to each other and are returned displayed in a three page foldout. Appendix II presents a sequenced example, not the foldout format.

The information contained in the summary sheets is obtained from the comprehensive data compiled from the individual administrator's self and parallel assessments. Return of this data to the administrator is accomplished by a Detailed Feedback Data form, the latter portion of the Feedback Package, Appendix II. Review of this information provides a more specific look at the ranking that provided the summary data. Reasons for graph ratings and specific item "flagging" become apparent.

Review of the Feedback Package typically begins with the summary presentation. As an administrator continues in interpretation and staff development objective setting, the detailed data may increase in importance.

Mechanics of Data Compilation

Assembling data from the self and parallel needs assessment instruments cannot begin until all forms for the individual administrator are returned.

Compiling data into the summary and detailed formats is best accomplished by a staff development specialist or appropriate clerical staff. As of this writing, data compilation is done by hand tally. Although a computer procedure has been considered, the number of system users has not been large enough to justify programming expense.

Compiling instrument values is done with two worksheets identified as the Detailed Feedback Data form, Figure 3, and the Summary Computation Data Worksheet, Figure 4.

The first step in calculating instrument ratings is accomplished by transferring data from the individual's self and parallel assessments to the Detailed Feedback Data form.

On the first page, Section I: Administrative Knowledge Base, self ratings of knowledge importance to the position and need to acquire more knowledge are directly transferred from the administrator's self assessment. The average of peers ratings are obtained by calculating the means of the parallel assessment forms (blue) completed by superordinates or colleagues. The second page, Section II: General Administrative/ Management Procedures, is completed by transferring self ratings and calculating an average of ratings from the green parallel forms completed by staff subordinates. The final pages report instrument ratings for Section III: Administrative Tasks. The first two columns indicate task responsibility. Self ratings are directly transferred from the assessment instrument. Peer ratings are drawn from the blue form and indicate a composite of colleague ratings. Coding is as follows:

3Y = three "yes" ratings
3N = three "no" ratings
2YD = two "yes" and one "delegated" rating
2DN = two "delegated" and one "no" ratings
DNY = one "delegated", one "no", and one "yes"

Need to improve self ratings are transferred directly. Peer ratings are the averages from the blue parallel forms. Problems are occasionally encountered when parallel or self assessment instruments are returned with blank ratings. Where only a few ratings are deleted the form should be included

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

Item		Importance to Your Position: Self rating	Importance to Your Position: Average of peers ratings	Need to Acquire More Knowledge: Self Rating	
ADMINISTRATION AND MANAGEMENT					
1. Administration and management process	.7	7	6.3	4	17.3
2. Administration and management systems theory	1.0	4	5.0	2	11.0
3. Personnel management and supervision	3.0	4	7.0	4	15.0
4. Leadership and management styles	0	7	7.0	4	18.0
5. Time management systems	.7	7	6.3	5	18.3
PUBLIC EDUCATION PHILOSOPHY					
6. Social foundations of education	3.3	1	4.3	1	6.3

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

Item	Utilization: Self Rating	Utilization: Average of Staff Ratings	
When involved in DECISION MAKING, I:			
1. identify the purposes and/or goals served by a particular decision.	6	6.3	.3
2. assemble facts, opinions, and ideas important to the decision.	5	6.3	1.3
3. formulate a viable list of alternatives and objectives and objectively consider them.	6	5.7	.3
4. select the most promising and appropriate alternative.	7	6.3	.7
When working in an ORGANIZING capacity, I:			
5. provide for an organizational structure appropriate to the situation.	4	5.7	1.7

SECTION III. VOCATIONAL EDUCATION ADMINISTRATION TASKS

Item	Responsibility: Self Rating	Responsibility: Peer Rating	Need to Improve: Self Rating	Need to Improve: Average of Peer Ratings	
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION					
1. Collect and analyze manpower needs assessment data.	Y	NYD	5	2	7.0
2. Interpret and apply state and/or federal vocational education legislation.	Y	3Y	6	2.7	7.7
3. Utilize federal, state, and district resources in program development and operation.	Y	3Y	7	3	10.0
4. Develop overall vocational program goals.	Y	3Y	6	2.7	8.7
5. Prepare annual and long-range program plans.	Y	3Y	6	3	9.0

Figure 3. Detailed Feedback Data Form

SECTION I: ADMINISTRATIVE KNOWLEDGES

Category	Importance (self rating) (1)	Importance (parallel rating) (2)	Importance (1)+(2)÷2= (3)	Need (self rating) (4)
Administration and management				
Public education philosophy				
Vocational education				
Public school rules and regulations				
Educational psychology and methods				
Public and staff relations				
Information interpretation and research				

SECTION II: GENERAL ADMINISTRATION/MANAGEMENT PROCEDURE

Category	Mean of self ratings	Mean of parallel ratings
Decision making		
Organizing		
Planning		
Communicating		
Delegating		
Influencing		

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS
(Category means where more than ½ of self ratings have a value.)

Category	Mean	Category	Mean
Program planning and development		Professional relations and self-development	
Curriculum and instructional management		Facilities and equipment management	
Student services		Business and financial management	
Personnel management		Auxiliary services management	
Staff development			

Figure 4. Summary Computation Data Worksheet

but the discrepancy noted on the returned feedback form. If a significant number of items are not ranked, the form should be eliminated from feedback calculations. When the Detailed Feedback Data sheet is complete, the original will be presented to the administrator as part of the feedback package. One copy of the original is made and used in assembling the Summary Feedback report.

The next calculation operations are completed on the file copy of the Detailed Feedback Data sheet. For the Administrative Knowledge Base section differences are calculated between self ratings and parallel peer ratings of importance to your position. These values can be written to the left of the self rating column as shown in Figure 3. One the extreme right of the page, enter the totals calculated by summing across the three values of self and parallel ratings to give a composite of importance and need. On the second page, the General Administrative/Management Procedures section, differences are again calculated between self and staff ratings. Values should be written in the margin to the right of these values. The final pages deal with Administrative Tasks, the self and peer ratings of need to improve are summed and recorded in the right margin of the pages. The next calculations will use this data to complete the summary data.

The summary feedback includes graphs representing categorical ratings. Categories in each assessment domain of the instrument are identified by large print with no numerical designation. Categorical designations are used to bring the administrator's attention to groups of items that may subsequently translate into a staff development need area. The Summary Computation Data Worksheet is designed to allow efficient recording of categorical means for each assessment section, Figure 4. Section I, Knowledge, requires four means to be calculated for each category; Section II, General Administration/Management Procedures, requires two means per category, and Section III, Administration Tasks, requires one mean. Means are calculated by summing item ratings and dividing by number of items. When these worksheets are completed, you are ready to transfer data to the summary feedback forms.

The summary feedback form consists of three separate sheets representing the individual assessment domains, Appendix II. The top half of

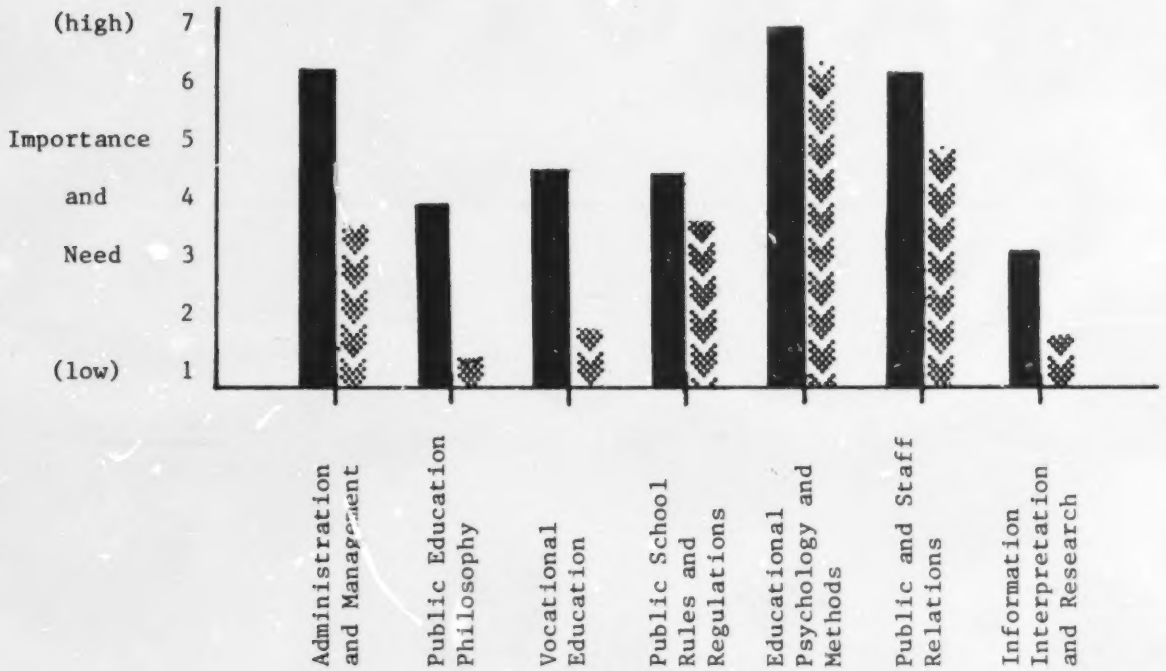
each page displays a bar graph quantifying staff development importance and/or need by category. The graph can be constructed with colored pens or patterned tape representing mean values drawn from the summary worksheet. Under the graph, specific needs assessment items are highlighted by either high need values or a marked incongruence between self and parallel assessment ratings.

The graph for Section I is constructed by using the Summary Computation sheet values in columns three and four of Section I, see Figure 5. Two groupings of specific items are presented below the graph. The first group is obtain by selecting the five specific knowledge items that were ranked highest in terms of combined ratings of importance, self rating and parallel assessment mean, and need to improve. The right margin value previously calculated on the Detailed Feedback Data form (Figure 3). The person completing the summary form must review the summed ratings (right margin values) and assign the item ranks (1, 2, and so on). The items are then typed in order in the space provided. If ties result in more than five items, only the item numbers are reported for the tied group. For example, if six items are tied for first, only item numbers are reported or if three items are tied for fourth, only the three item numbers are reported following the complete item statements for the three highest ranked items.

The second group of five items is compiled by selecting the items showing the greatest differences in agreement on important between the self assessment and the parallel assessments. These value were previously calculated and recorded to the left of the importance columns of the Detailed Feedback Data form (Figure 3). These items should be ranked, ordered (largest difference first) and typed in the appropriate order using the same rule as noted above to handle ties.

The graph for Section II is constructed using the mean values from the Summary Computations Data Worksheet. Note that the vertical scale is inverted numerically to retain format consistency -- high bars mean high needs, see Figure 6. The five specific items are obtained from the copy of the Detailed Feedback, these items are the rank ordered items with greatest incongruency between self and parallel assessment ratings. These items are obtained by using the difference values previously calculated and

Section I: Administrative Knowledge Base



KEY: ■ Perceived importance to your position (mean of self and parallel assessment ratings).

Self assessment of need to acquire more knowledge.

The following 5 specific knowledge items were ranked highest by combined ratings of importance to your position (self & parallel assessment mean) and need to improve.

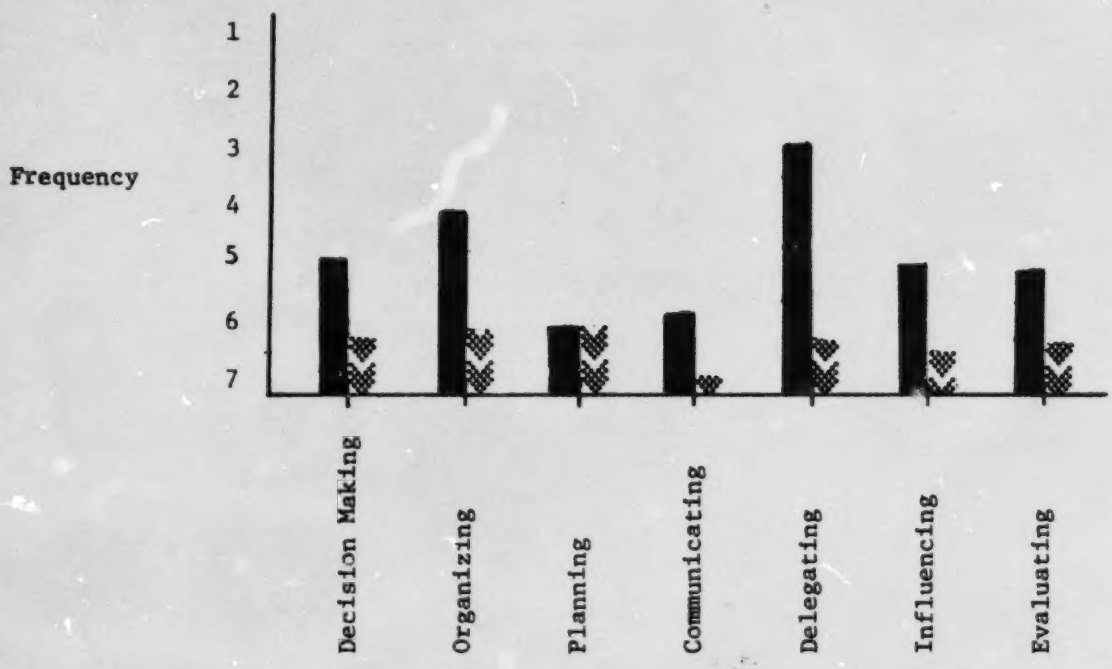
21. *Instructional systems*
22. *Facilitating change in an institution*
19. *Learning theory*
20. *Teaching methods*
24. *Group dynamics*

The following 5 knowledge items showed the greatest differences of agreement on importance between your self assessment and the parallel assessments.

11. *Vocational psychology*
27. *Labor relations and contract management*
6. *Social foundations of education*
3. *Personnel management and supervision*
28., 29., 30.

Figure 5. Example Administrative Knowledge Base Summary Feedback

Section II: General Administrative/Management Procedures



KEY: ■ Self rating.

Mean rating of parallel assessments.

NOTE: The vertical scale for this section is inverted to retain format consistency with the other graphs. A low frequency of management operation utilization suggests a possible need area.

The following 5 items showed the greatest incongruence on specific operations between your self and mean parallel assessment ratings.

18. *Solicit and give prompt attention to staff ideas and concerns.*
20. *Am consistently approachable, considerate, and courteous.*
28. *Effectively encourage stimulating and creative thought.*
36. *Use evaluation procedures that are consistent with local, state and federal policies.*

15, 16, 19, 21, 29, 30, 31, 35

Figure 6. Example General Administrative/ Management Procedures Summary Feedback

recorded in the left margin of Section II of the Detailed Feedback Data form (Figure 3).

For Section III, graph values are presented for categories where the administrator indicated at least half the specific items within the category were his/her responsibility (Y's), see Figure 7. Mean values are again obtained from the Summary Computation Data Worksheet.

Two groups of five specific tasks are also reported in this section. The first group of tasks are those items ranked as having greatest need to improve by the combined rating of self assessment and the mean of parallel assessments. These values are obtained by reviewing the items for which the administrators and peers agreed the task was a responsibility and determining the five highest ranking items, ties are handled as explained previously. The values are on the right margin of Section III of the Detailed Feedbck Data form (Figure 3).

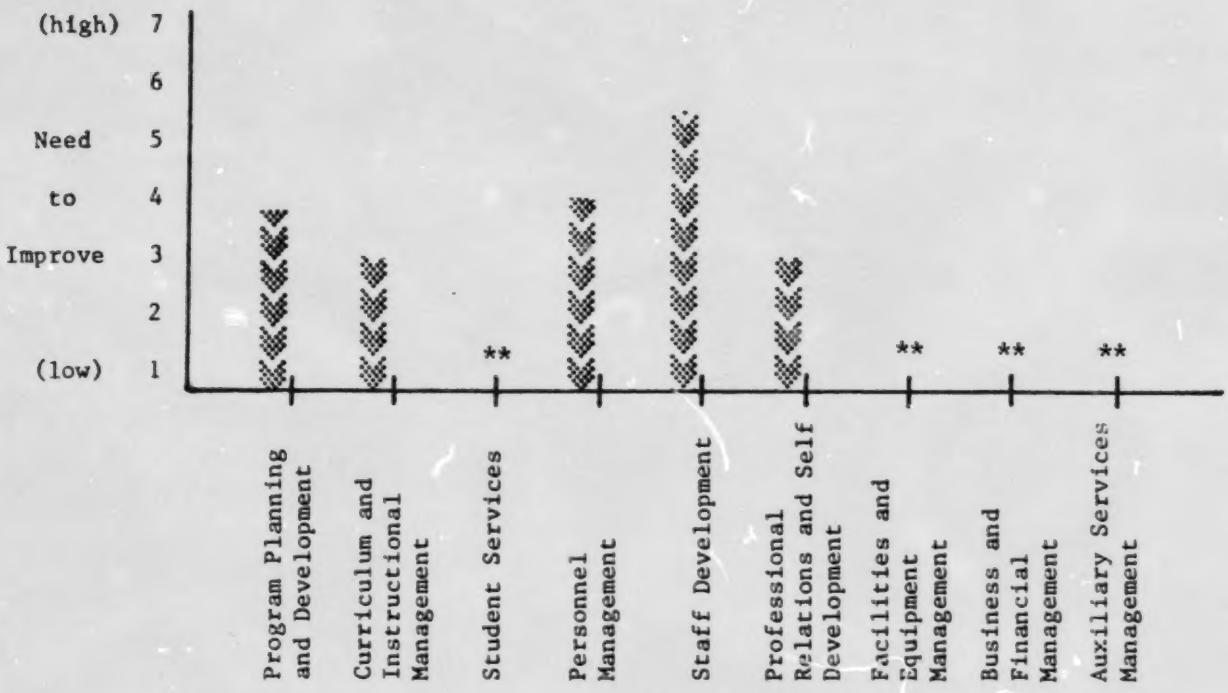
The second set of five items indicates the items of greatest difference in agreement between the administrator and peer rating of task responsibility. The greatest possible difference is found when the administrator indicated that a task is not a personal responsibility (N) but all peers indicated it was (3Y). The ranks for selecting and ordering differences are:

1. N 3Y
2. Y 3N
3. N 2YD
4. Y 2ND
5. N Y2D
6. Y N2D

If a significant number of differences of the 1 and 2 type are observed, a note to study the Detailed Feedback should be made in the reporting area.

Once the summary feedback sheet are completed, a file copy should be made. The original summary package can be assesmbled by taping the section sheets together to produce a three page fold out. The original is then clipped to the original of the Detailed Feedback Data sheets, and a Staff Development Planning Sheet, Figure 8, to complete the Feedback Package. The material is now ready for presentation to the administrator.

Section III: Vocational Education Administration Tasks



KEY: ___ Self rating of need to improve

** A cateogry is reported only if a minimum of 1/2 of the specific items were rated as within your responsibility.

The following 5 specific tasks were ranked as greatest need to improve by the combined rating of your self assessment and the mean of your parallel assessments ratings.

47. *Conduct and/or arrange for staff development in-service programs.*
43. *Provide an evaluation system for staff performance and recommend staff promotions and dismissals.*
1. *Guide staff in selecting and using effective instructional strategies.*
39. *Supervise the work of teachers and other school personnel.*
45. *Assess staff development needs.*

The following 5 items reflect the greatest differences in agreement between you and your parallel assessment ratings of task responsibility.

Figure 7. Example Vocational Administration Tasks Summary Feedback

STAFF DEVELOPMENT PLANNING SHEET

Directions:

Study your feedback information to identify what you feel are priority needs. Needs may be categorical or specific at your decision. Attempt to arrange your list according to priority. Across from the objectives, identify activities which will assist you in accomplishing your objectives. Typically, such activities would be workshops, course work, personal research, readings or direct action. You should not neglect activities which may be accomplished as you function in your present position. For example, more frequent communication with your staff. As staff development activities are completed to the satisfaction of your objective, they should be checked off and dated.

Date: _____

Personal Staff Development Objectives	Activity(s) to Accomplish Objectives	Date of Activity Completion

As the above activities are completed, you should review the staff development process you have finished. Ask yourself questions such as: "Did I set workable objectives?", "Did my activities satisfy my objectives?" and "What could have made the process more efficient?".

You have now completed one sequence of a personal staff development process: (a) needs assessment, (b) feedback review, (c) objective setting, (d) staff development activities and (e) process evaluation. Staff development is not a one time operation and its process should be programmatic. For vocational education administrators, a bi-annual sequence appears appropriate.

Figure 8. Staff Development Planning Sheet

FEEDBACK INTERPRETATION

Operational Considerations

The interpretation of feedback data becomes a cooperative responsibility between the individual administrator and the facilitator of the needs assessment process, usually a staff development specialist. Briefly stated, the facilitator explains and clarifies the needs assessment process and generic interpretative models. The administrator then conducts his/her own personal interpretation of the needs assessment data. While a facilitator can assist in the feedback interpretation, the nature of the data requires the insight of the administrator and his/her objective review. The previously discussed distinction between evaluation and needs assessment data is important. The administrator must recognize that the needs assessment data applies to and is interpretable only by him/her self.

Feedback Examples

It has been the experience of MRDC staff that feedback interpretation is best facilitated by the presentation of examples. Interpretation of the feedback package usually begins with the summary graph which indicates broad need area(s). Reliability and validity of this summary indication is then checked while reviewing the specific items listed below the graph. Continued verification is then obtained by study of the detailed data feedback.

Example 1, Figure 9 illustrates a typical summary sheet for Section I. Graph bars indicate importance of each category of administrative knowledge to the position and an indication of the administrator's felt need to acquire more knowledge. High ratings in both indicate a potential staff development need category. In this case, Educational Psychology and Methods receives the highest ratings with Public and Staff Relations second. The next step is to investigate the cause of these values. The five specific items of highest combined importance and need, reported below the graph, should be located on the Detailed Feedback Data form. In this example, the location of specific items indicates that four are contained

Section I: Administrative Knowledge Base

KEY: ■ Perceived importance to your position (mean of self and parallel assessment ratings).

Self assessment of need to acquire more knowledge.

The following 5 specific knowledge items were ranked highest by combined ratings of importance to your position (self & parallel assessment mean) and need to improve.

21. *Instructional systems*
22. *Facilitating change in an institution*
19. *Learning theory*
20. *Teaching methods*
24. *Group dynamics*

The following 5 knowledge items showed the greatest differences of agreement on importance between your self assessment and the parallel assessments.

11. *Vocational psychology*
27. *Labor relations and contract management*
6. *Social foundations of education*
3. *Personnel management and supervision*
28., 29., 30.

Figure 9. Interpretation Example #1

Detailed Feedback Data

Section I: Administrative Knowledge Base

Item	Importance to Your Position		Need to Acquire More Knowledge
	Self rating	Average of peers ratings	Self Rating
ADMINISTRATION AND MANAGEMENT			
1. Administration and management process	7	6.3	4
2. Administration and management systems theory	4	5.0	2
3. Personnel management and supervision	4	7.0	4
4. Leadership and management styles	7	7.0	4
5. Time management systems	7	6.3	5
PUBLIC EDUCATION PHILOSOPHY			
6. Social foundations of education	1	4.3	1
7. Politics of education	3	4.3	1
8. Values and ethics in education	3	5.3	1
9. Ethnic/sex stereotyping	4	6.0	2
10. Social, psychological, and economic patterns of special	3	4.7	2
VOCATIONAL EDUCATION			
11. Vocational psychology	2	6.3	1
12. Vocational guidance	3	5.3	2
13. History and philosophy of vocational education	3	5.3	1
14. Manpower development programs	4	4.3	3
PUBLIC SCHOOL RULES AND REGULATIONS			
15. Public school finance and economics	4	4.7	3
16. School law and regulations	5	4.7	5
17. Business procedures and accounting systems	4	5.3	4
EDUCATIONAL PSYCHOLOGY AND METHODS			
18. Curriculum development theory	7	6.3	6
19. Learning theory	7	6.3	7
20. Teaching methods	7	6.0	7
21. Instructional systems	7	7.0	7
22. Facilitating change in an institution	7	7.0	7
PUBLIC AND STAFF RELATIONS			
23. Formal communication processes	7	6.3	5
24. Group dynamics	7	7.0	6
25. Interpersonal communication	7	6.3	6
26. School-community relations	5	6.0	5
27. Labor relations and contract management	2	5.7	2
INFORMATION INTERPRETATION AND RESEARCH			
28. Measurement and statistics	2	4.7	1
29. Research procedure and design	2	4.7	1
30. Management information systems	3	5.7	3

Figure 9. (Continued)

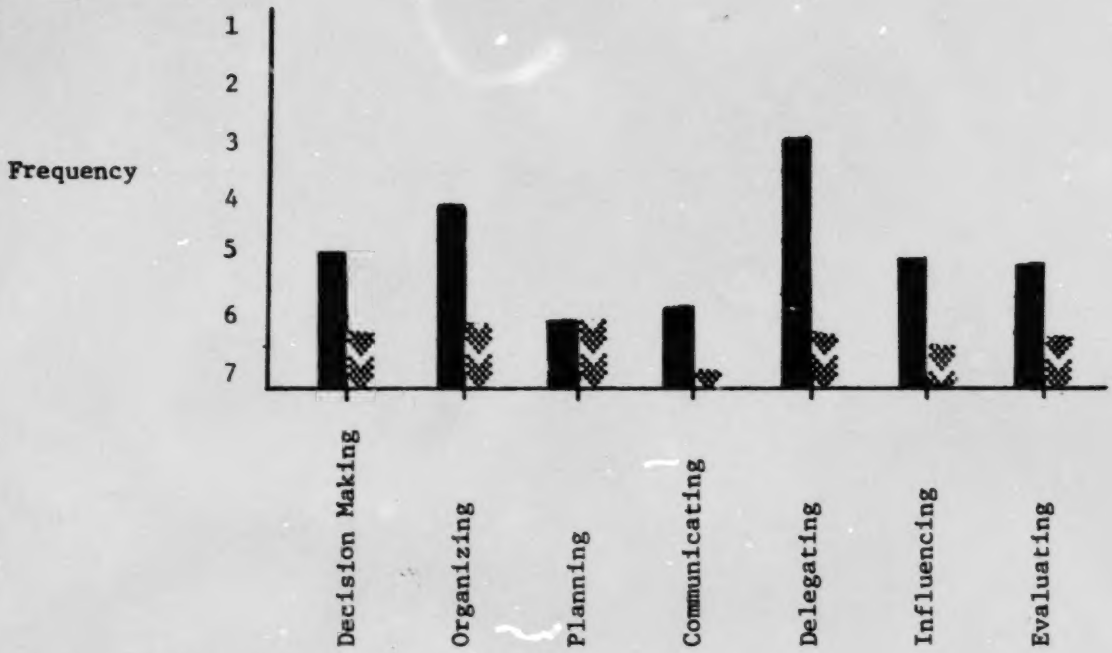
within the Educational Psychology and Method category and one is in the Public and Staff Relations category. This information, assuming it is valid in the individual administrator's judgment, clearly indicates a focus for staff development activities. As the interpretation process continues with the other sections, the administrator should include a search for indications of the same need. For example, task items and categories that are related to educational psychology should be examined.

The second group of specific items listed for this section indicate a conspicious incongruence between the administrator and his/her colleagues. Causes of incongruence are subject to the analysis and evaluation of the administrator. In this example, no real pattern or explanation is apparent to an outside reviewer.

Example 2, Figure 10, illustrates Section II: General Administrative/ Management Procedures. Remember, in this graphic display, the vertical scale is inverted. Low frequency, high bar, indicates a potential need area. Delegating appears to be a significant need category until it is noticed that it is not substantiated by the parallel assessments. Since delegation is clearly an interactive activity between an administrator and other staff, a high staff development need would presumably require high ratings from both self and parallel assessments. While the administrator may internally perceive a deficiency in delegating, this is not viewed as a signficant problem by staff.

Example 3, Figure 11, presents Section III; Vocational Education Administration Tasks data. Graph bars indicate self rating of need to improve where at least 50 percent of the category's tasks are appropriate to the administrator's position. A substantial need is presented in the category of Staff Development. This indication is easily checked by reviewing the specific item listings which represent the "need to improve" ratings of the self and parallel instruments. In this situation, the origin of the category value is clearly identified by the specific need items listed before studying the Detailed data. Differences between self and parallel assessments of task responsibility can also be very enlightening to the administrator. Obviously, complete disagreement on task responsibility signals misunderstanding on the part of the administrator or

Section II: General Administrative/ Management Procedures



KEY: ■ Self rating.

Mean rating of parallel assessments.

NOTE: The vertical scale for this section is inverted to retain format consistency with the other graphs. A low frequency of management operation utilization suggests a possible need area.

The following 5 items showed the greatest incongruence on specific operations between your self and mean parallel assessment ratings.

18. *Solicit and give prompt attention to staff ideas and concerns.*
20. *Am consistently approachable, considerate, and courteous.*
28. *Effectively encourage stimulating and creative thought.*
36. *Use evaluation procedures that are consistent with local, state and federal policies.*

15, 16, 19, 21, 29, 30, 31, 35

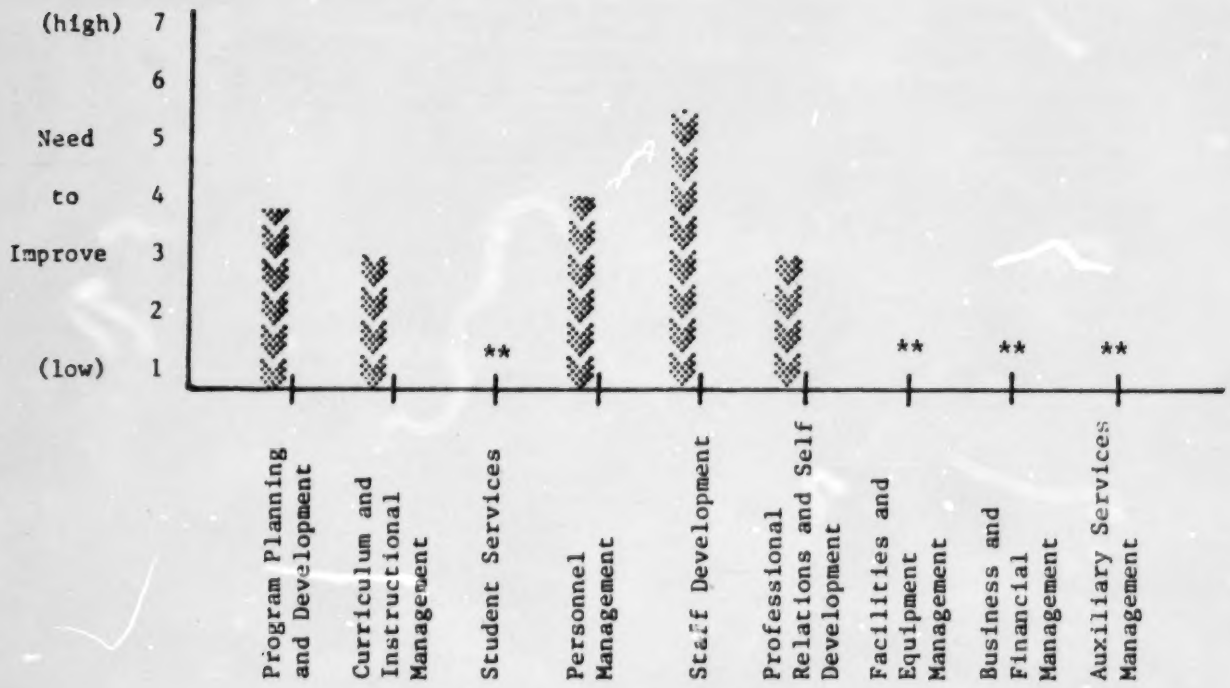
Figure 10. Interpretation Example #2

SECTION II. GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

Item	Utilization	
	Self Rating	Average of Staff Ratings
In the process of COMMUNICATING, I:		
15. establish and maintain a sufficient range of communication channels.	6	6.7
16. clearly communicate ideas and assignments.	5	6.7
17. provide for staff awareness of the school's operation.	6	6.3
18. solicit and give prompt attention to staff ideas and concerns.	5	7.0
19. react to people with a positive regard for each individual.	6	6.7
20. am consistently approachable, considerate, and courteous.	6	7.0
When DELEGATING assignments and responsibility, I:		
21. delegate tasks in a fair and objective manner consistent with organizational needs.	3	6.7
22. assign task responsibility to the most approachable staff member.	3	6.3
23. delegate tasks with the specification of expected outcomes.	3	6.3
24. delegate tasks with the authority necessary for completion.	3	6.3
25. delegate tasks with a provision for feedback concerning quality and completion.	3	6.0
In the process of INFLUENCING, I:		
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	6	6.0
27. provide for cooperative staff participation in the development of policies and plans.	6	6.3

Figure 10 Continued

Section III: Vocational Education Administration Tasks



KEY: ____ Self rating of need to improve

** A cateogry is reported only if a minimum of 1/2 of the specific items were rated as within your responsibility.

The following 5 specific tasks were ranked as greatest need to improve by the combined rating of your self assessment and the mean of your parallel assessments ratings.

47. *Conduct and/or arrange for staff development in-service programs.*
43. *Provide an evaluation system for staff performance and recommend staff promotions and dismissals.*
17. *Guide staff in selecting and using effective instructional strategies.*
39. *Supervise the work of teachers and other school personnel.*
45. *Assess staff development needs.*

The following 5 items reflect the greatest differences in agreement between you and your parallel assessment ratings of task responsibility.

Figure 11. Interpretation Example #3

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
41. Maintain staff communication via meetings, bulletins, and other communications.	Y	3Y	5	3.3
42. Provide guidance to staff on legal matters affecting the school program.	Y	2YN	3	1.3
43. Provide an evaluation system for staff performance and dismissals.	Y	3Y	6	3.7
44. Interpret and apply staff employment laws and regulations.	Y	2YN	1	1.7
STAFF DEVELOPMENT				
45. Assess staff development needs.	Y	3Y	6	3.3
46. Provide for the communication of assessed needs to individual staff members.	Y	3Y	5	3.7
47. Conduct and/or arrange for staff development in-service programs.	Y	2YD	6	4.3
48. Provide and monitor pre-service programs for professional personnel.	Y	YND	6	2.3
49. Evaluate staff development programs.	Y	2YN	6	2.0
PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT				
50. Develop and maintain a professional relationship with other administrators and state department staff.	Y	3Y	3	3.7
51. Participate in professional organizations.	Y	3Y	3	3.3
52. Participate in the development of vocational education legislation and the state plan.	Y	2YN	1	2.0
53. Represent teacher interests and concerns to other administrators and the board.	Y	3Y	3	4.0
54. Use and contribute to professional literature.	Y	3Y	1	3.3
55. Develop a plan for promoting good public relations.	Y	2DY	2	3.7
56. Prepare and recommend public relations and communication policies.	N	3D	-	4.0
57. Develop a procedure to coordinate the use of advisory committees.	Y	3Y	5	3.7
58. Participate in community organizations.	Y	2YN	4	2.0
59. Meet and confer with individuals with vocational programs.	Y	3Y	4	3.0
60. Promote parent and teacher groups.	N	3N	-	.7

Figure 11 Continued

peers. The significance of the disagreement is situational but a decision to ignore or act is a logical staff development activity.

It can be seen that feedback interpretation becomes a process of assumptions concerning staff development need areas and then checking these against more detailed data. Interpreting feedback data is facilitated by following an interpretation model that best fits the administrator's staff development purposes. Interpretation models are drawn from the singular or composite needs of administrators, internal department and/or the institution.

Interpretation Models

The following models are offered as suggested methods of using and interpreting the needs assessment process. Combinations of these or other models are appropriate as defined by the system user's need(s).

Working from a job description. The administrator Tasks section provides a convenient vehicle to defining an administrator's job description. As the combined input of self and parallel assessments accurately reveals the positions task responsibility, pinpointing staff development needs is facilitated. As an interpretation narrows in task areas, the other two assessment sections can be used to substantiate suspected needs.

Delivery of staff development services within an institution is usually defined in categorical terms similar to the nomenclature used in the needs assessment. Pursuing these activities outside of one's own institution will probably necessitate a best match search in an effort to effect identified task need areas.

Short and long term objective setting. The step subsequent to needs assessment is staff development objective setting. Planning for this objective setting prior to the feedback interpretation can significantly expedite the staff development sequence. Short term objective setting usually relates to needs identified by specific item listings in the summary feedback sheets. Long term needs would tend to be categorical in nature and be drawn from summary graph information. Short term needs are often fulfilled with in-house activities (individuals, readings, consul-

tants, etc) while long term needs generally relate to external staff development activities such as coursework, workshops, or seminars.

Job change/advancement planning. Staff development activities are often directed at professional growth in an existing position. Another focus of staff development needs assessment and subsequent activities can be defined by anticipated horizontal or vertical job changes. The needs assessment process clearly and explicitly identifies the tasks and knowledges common to an administrative position. Applying the needs assessment instruments to an anticipated position can provide guidelines to prepare for intended vertical or horizontal job changes.

Aggregating staff development needs. Many larger school systems contain a wide range of administrative positions. System wide staff development planning can be provided by collating the summary need assessments of individuals. Administrative staff development specialists can collect this information directly from administrators goal sheets or ask for this information from the participating administrators.

SUMMARY

Overview

This manual is directed at providing a more objective staff development needs assessment process for vocational education administrators. The needs assessment instruments function as an information collection system that translates judgments about various aspects of administrative competence into organized feedback to set individual staff development priorities. Objectivity in the process is primarily a function of understanding the intent of the needs assessment. It is critical that administrators understand the process and expectations of return before the needs assessment is begun. This task is usually the role of a staff development specialist but in smaller districts can be managed by another individual with staff development responsibility.

Completing the Staff Development Sequence

The beginning of this manual describes a sequenced cycle of staff development. The subsequent sections pertain mainly to the first two steps in the cycle: needs assessment and feedback review. Completing the sequency requires translating identified needs into objectives, completing activities toward the objectives, and an evaluation of the process.

Objective setting is facilitated by considering one of the several interpretation models present in terms of its consistency with the users ultimate staff development intent. The pursuit and delivery of staff development activities becomes the responsibility of the administrators, relevant local associations, staff development specialists, and educational institutions. The general nature of the needs assessment process allows relatively specific distinctions concerning administrative positions that are often ascribed to in-house staff development activities. While pursuing specific rather than generic staff development needs will often show a greater return for staff development efforts, the cost of the delivery of a specific activities may be prohibitive and a more general set of activities may need to be considered.

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Leske, G. W. & Frederickson, S. Needs assessment for vocational education administrators: Preliminary report. Minneapolis: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research and Development Center for Vocational Education, 1979.

Leske, G. W. & Frederickson, S. Needs assessment for vocational education administrators: Field test report. Minneapolis, University of Minnesota, Department of Vocational and Technical Education, Minnesota Research and Development Center for Vocational Education, 1980.

APPENDIX I:

INSTRUMENTS

September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

IMPORTANT—READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

This needs assessment instrument has been assembled to identify the staff development needs of secondary and post-secondary vocational education administrators. It is not intended as an evaluation of total job performance, but rather a formative assessment of domains that have been identified as important to effective vocational education administration. The instrument is divided into three separate sections to provide useable, specific feedback to the individual. The domains which are assessed include (1) the content and scope of an administrator's knowledge base and its relation to his or her specific administrative position, (2) the administrator's operation in terms of general administrative/management procedures, and (3) the functioning of the administrator on specific vocational education administrative tasks. While these domains of vocational education administration have been separated for purposes of needs assessment clarification and identification, it is important to note that they are in no way viewed as mutually exclusive.

Although this instrument is designed as a *self-assessment* of vocational education administrator staff development needs, its effectiveness greatly increases when it is utilized with parallel comparative assessments by appropriate other individuals in the school's staff structure. Confidential feedback from the needs assessment will then allow a comparison of your self-perceptions with the perceptions of these individuals.

The parallel assessment forms looking at vocational education administrative knowledges and specific administrative tasks are usually best completed by supervisors or colleagues who are able to know and observe your position in its entirety. The accuracy of the parallel assessment will increase with the number of individuals supplying the completed forms. Three copies have been provided. In most cases, one copy would go to your immediate supervisor and the other two would be submitted to two other individuals you feel are capable of providing an accurate perspective on your position. It is understood that many vocational education administrators may have difficulty identifying three individuals who can accurately assess their position. Distribute the parallel forms *only* to individuals you feel are capable of providing an objective and meaningful parallel assessment. Data from the parallel forms will be returned to you only in aggregate format.

The parallel assessment forms looking at general administrative/managerial procedures are usually best completed by direct subordinates who are in close contact with you and your job responsibilities. Examples of these individuals would be program heads or department supervisors. Three copies of this form are provided.

The first step in utilizing this staff development instrument is to complete your self-assessment (gold form). Please follow all directions. Take special care to respond to every item.

As you progress through the sections, think about individuals who would be most capable of providing useful and accurate information in the parallel forms. The parallel forms are separated to facilitate presentation to the appropriate individuals. Parallel forms for Sections I and III are combined and go to chosen superordinates or colleagues (blue forms). Parallel forms for Section II go to three subordinates in your staff structure (green forms).

As you complete the self-assessment and assign the parallel forms, it is important to be as objective as possible. Useable feedback from this staff development instrument requires accurate and thoughtful completion of the sections. All completed forms are to be returned to the Minnesota Research and Development Center (MRDC) and will be handled as confidential. Personal needs assessment and aggregate parallel assessment data will be sent to you.

This instrument and procedure is *not* an evaluation of your effectiveness as an administrator. It *is* a procedure that can identify need areas that you may wish to include in your plan for continued professional growth. Aggregate data from this instrument and project reflecting state staff development needs will be compiled without reference to individual administrators or school systems. State department personnel will not have access to your data.

Code#_____

BACKGROUND INFORMATION

DIRECTIONS: Please check the appropriate box or fill in the requested response.

1. Administrative position title_____

2. Sex: __Male
__Female

3. What is your age category?
__under 25
__26 – 30
__31 – 35
__36 – 40
__41 – 45
__46 – 50
__51 – 55
__56 – 60
__over 60

4. Indicate your total years in vocational education *administration.*
__less than 1 year
__1 – 2 years
__3 – 4 years
__5 – 6 years
__7 – 8 years
__9 – 10 years
__more than 10 years

5. Indicate years of employment in your present position.
__less than 1 year
__1 – 2 years
__3 – 4 years
__5 – 6 years
__7 – 8 years
__9 – 10 years
__more than 10 years

6. Indicate your highest degree or diploma earned.
__None
__High School/G.E.D.
__Technical Diploma
__Associate's Degree
__Bachelor's Degree
__Master's Degree
__Doctor's Degree

7. Fill in your degree major as appropriate.
B.S. or B.A._____
M.S. or M.A._____
PhD. or EdD._____

8. Indicate approximate college quarter credit hours beyond your highest degree.
__0 – 5
__6 – 10
__11 – 15
__16 – 20
__21 – 25
__26 – 30
__31 – 35
__36 – 40
__over 40

9. Indicate the type of vocational school at which you are presently employed.
__Area Vocational-Technical Institute
__Local Vocational District
__Secondary Vocational Center
__Other (list) _____

10. Fill in the *position titles* of individuals chosen to complete the parallel assessment forms. (You may want to fill in this item *after* you have completed your self-assessment form.)

Sections I and III: Administrative Knowledges and Administrative Tasks

A. _____
B. _____
C. _____
} Three superordinates or colleagues

Section II: General Administrative/Managerial Procedures

A. _____
B. _____
C. _____
} Three subordinates

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are believed to be necessary for effective functioning as a vocational education administrator. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. First, indicate your perception of the importance of the knowledge area to *your* administrative position by circling the appropriate response number in the left-hand column. The number "1" indicates "very low importance" to your position, and "7" indicates "very high importance" to your position. Second, indicate your *felt need to acquire more knowledge* in this area by circling the appropriate response in the right-hand column. The number "1" indicates "low" felt need to acquire more knowledge. See the sample item below.

Importance to Your Administrative Position Low Moderate High	KNOWLEDGE AREA	Felt Need to Acquire More Knowledge Low Moderate High
Sample 1 2 3 4 5 (6) 7	A. Vocational psychology	1 2 3 (4) 5 6 7
	ADMINISTRATION AND MANAGEMENT	Low Moderate High
1 2 3 4 5 6 7	1. Administration and management process	1 2 3 4 5 6 7
1 2 3 4 5 6 7	2. Administration and management systems theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	3. Personnel management and supervision	1 2 3 4 5 6 7
1 2 3 4 5 6 7	4. Leadership and management styles	1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. Time management systems	1 2 3 4 5 6 7
	PUBLIC EDUCATION PHILOSOPHY	
1 2 3 4 5 6 7	6. Social foundations of education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	7. Politics of education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	8. Values and ethics in education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
1 2 3 4 5 6 7	10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
	VOCATIONAL EDUCATION	
1 2 3 4 5 6 7	11. Vocational psychology	1 2 3 4 5 6 7
1 2 3 4 5 6 7	12. Vocational guidance	1 2 3 4 5 6 7
1 2 3 4 5 6 7	13. History and philosophy of vocational education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	14. Manpower development programs	1 2 3 4 5 6 7
	PUBLIC SCHOOL RULES AND REGULATIONS	
1 2 3 4 5 6 7	15. Public school finance and economics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	16. School law and regulations	1 2 3 4 5 6 7
1 2 3 4 5 6 7	17. Business procedures and accounting systems	1 2 3 4 5 6 7
	EDUCATIONAL PSYCHOLOGY AND METHODS	
1 2 3 4 5 6 7	18. Curriculum development theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	19. Learning theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	20. Teaching methods	1 2 3 4 5 6 7
1 2 3 4 5 6 7	21. Instructional systems	1 2 3 4 5 6 7
1 2 3 4 5 6 7	22. Facilitating change in an institution	1 2 3 4 5 6 7
	PUBLIC AND STAFF RELATIONS	
1 2 3 4 5 6 7	23. Formal communication processes	1 2 3 4 5 6 7
1 2 3 4 5 6 7	24. Group dynamics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	25. Interpersonal communication	1 2 3 4 5 6 7
1 2 3 4 5 6 7	26. School-community relations	1 2 3 4 5 6 7
1 2 3 4 5 6 7	27. Labor relations and contract management	1 2 3 4 5 6 7
	INFORMATION INTERPRETATION AND RESEARCH	
1 2 3 4 5 6 7	28. Measurement and statistics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	29. Research procedure and design	1 2 3 4 5 6 7
1 2 3 4 5 6 7	30. Management information systems	1 2 3 4 5 6 7

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

DIRECTIONS: This section deals with how you function in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified that influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often the operation is utilized as you work in the respective area by circling the appropriate number on the scale. The number "1" indicates the operation is "never practiced", and "7" indicates the operation is "always practiced". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, I:	
involve staff in the evaluation process.	1 2 3 4 (5) 6 7
	Never Often Always
When involved in DECISION MAKING, I:	
1. identify the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assemble facts, opinions, and ideas important to the decision.	1 2 3 4 5 6 7
3. formulate a viable list of alternatives and objectively consider them.	1 2 3 4 5 6 7
4. select the most promising and appropriate alternative.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, I:	
5. provide for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitor the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognize and utilize the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
8. recognize and utilize the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
9. establish priorities and appropriately allocate time.	1 2 3 4 5 6 7
When involved in PLANNING, I:	
10. define and clarify purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigate and address factors of possible impact.	1 2 3 4 5 6 7
12. analyze and forecast effects of possible courses of action on achievement of purposes.	1 2 3 4 5 6 7
13. effectively utilize available staff input.	1 2 3 4 5 6 7
14. formally design a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, I:	
15. establish and maintain a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicate ideas and assignments.	1 2 3 4 5 6 7
17. provide for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicit and give prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. react to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. am consistently approachable, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, I:	
21. delegate tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assign task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegate tasks with the specification of expected outcomes.	1 2 3 4 5 6 7
24. delegate tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegate tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, I:	
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provide for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourage stimulating and creative thought.	1 2 3 4 5 6 7
29. utilize the authority of my position in a consistent manner.	1 2 3 4 5 6 7
30. support appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediate and arbitrate conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, I:	
32. appropriately select, define, and delineate the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilize appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collect data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involve staff in the evaluation process.	1 2 3 4 5 6 7
36. use evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draw conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

DIRECTIONS: The following list represents tasks common to effective functioning in vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within your job responsibility by circling "Y" for Yes; "N" for No; or if the task is within your job responsibility but you delegated its performance to other staff members, circle "D." If you provide less than 20 percent of the effort consider the task delegated. Second, if you circled either "Y" or "D" for a task, proceed to the column located on the right and indicate your need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve" and "7" indicates "high need to improve." If you circled "N" for a task, go on to the next item. See the sample items below.

Sample	Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
	(Y)	N	D	A. Prepare busing schedules.	1 2 3 4 (5) 6 7
	Y	N	(D)	B. Coordinate athletic activities.	1 2 (3) 4 5 6 7
	Y	(N)	D	C. Prepare a course offering master schedule.	1 2 3 4 5 6 7
				PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	Low Moderate High
	Y	N	D	1. Collect and analyze manpower needs assessment data.	1 2 3 4 5 6 7
	Y	N	D	2. Interpret and apply state and/or federal vocational education legislation.	1 2 3 4 5 6 7
	Y	N	D	3. Utilize federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
	Y	N	D	4. Develop overall vocational program goals.	1 2 3 4 5 6 7
	Y	N	D	5. Prepare annual and long-range program plans.	1 2 3 4 5 6 7
	Y	N	D	6. Prepare and recommend program policies to the administration and board.	1 2 3 4 5 6 7
	Y	N	D	7. Implement local board and administrative policies.	1 2 3 4 5 6 7
	Y	N	D	8. Design and implement a local program evaluation system.	1 2 3 4 5 6 7
	Y	N	D	9. Write proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
	Y	N	D	10. Coordinate local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
	Y	N	D	11. Conduct local research studies and utilize results in program improvement.	1 2 3 4 5 6 7
				CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
	Y	N	D	12. Establish and monitor instructional program entry and completion requirements.	1 2 3 4 5 6 7
	Y	N	D	13. Coordinate the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
	Y	N	D	14. Design and monitor student progress reporting procedures.	1 2 3 4 5 6 7
	Y	N	D	15. Establish and implement a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
	Y	N	D	16. Prepare a master schedule of course offerings.	1 2 3 4 5 6 7
	Y	N	D	17. Guide staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
	Y	N	D	18. Integrate vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
	Y	N	D	19. Integrate cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	20. Integrate supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	21. Integrate special needs programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	22. Integrate adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	23. Utilize community resources in curriculum development.	1 2 3 4 5 6 7
	Y	N	D	24. Coordinate the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
	Y	N	D	25. Monitor and approve selection of instructional equipment and materials.	1 2 3 4 5 6 7
				STUDENT SERVICES	
	Y	N	D	26. Supervise student recruitment and admission services.	1 2 3 4 5 6 7
	Y	N	D	27. Arrange for and monitor student financial aid programs.	1 2 3 4 5 6 7
	Y	N	D	28. Monitor student guidance and testing services.	1 2 3 4 5 6 7
	Y	N	D	29. Monitor student job placement and follow-up services.	1 2 3 4 5 6 7
	Y	N	D	30. Monitor extra curricular activities.	1 2 3 4 5 6 7
	Y	N	D	31. Provide for a student record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	32. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7
				PERSONNEL MANAGEMENT	
	Y	N	D	33. Develop, recommend, and communicate personnel policies.	1 2 3 4 5 6 7
	Y	N	D	34. Determine program staffing requirements and establish recruitment procedures.	1 2 3 4 5 6 7
	Y	N	D	35. Participate in negotiating staff working agreements.	1 2 3 4 5 6 7
	Y	N	D	36. Establish and implement staff grievance procedures.	1 2 3 4 5 6 7
	Y	N	D	37. Interpret and implement the staff working agreement.	1 2 3 4 5 6 7
	Y	N	D	38. Schedule staff work loads, leaves, vacations, and sabbaticals.	1 2 3 4 5 6 7
	Y	N	D	39. Supervise the work of teachers and other school personnel.	1 2 3 4 5 6 7
	Y	N	D	40. Maintain a staff record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	41. Maintain staff communication via meetings, bulletins, and other communications.	1 2 3 4 5 6 7
	Y	N	D	42. Provide guidance to staff on legal matters affecting the school program.	1 2 3 4 5 6 7
	Y	N	D	43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	1 2 3 4 5 6 7
	Y	N	D	44. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7

Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
			STAFF DEVELOPMENT	
Y	N	D	45. Assess staff development needs.	1 2 3 4 5 6 7
Y	N	D	46. Provide for the communication of assessed needs to individual staff members.	1 2 3 4 5 6 7
Y	N	D	47. Conduct and/or arrange for staff development in-service programs.	1 2 3 4 5 6 7
Y	N	D	48. Provide and monitor pre-service programs for professional personnel.	1 2 3 4 5 6 7
Y	N	D	49. Evaluate staff development programs.	1 2 3 4 5 6 7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	
Y	N	D	50. Develop and maintain a professional relationship with other administrators and state department staff.	1 2 3 4 5 6 7
Y	N	D	51. Participate in professional organizations.	1 2 3 4 5 6 7
Y	N	D	52. Participate in the development of vocational education legislation and the state plan.	1 2 3 4 5 6 7
Y	N	D	53. Represent teacher interests and concerns to other administrators and the board.	1 2 3 4 5 6 7
Y	N	D	54. Use and contribute to professional literature.	1 2 3 4 5 6 7
Y	N	D	55. Develop a plan for promoting good public relations.	1 2 3 4 5 6 7
Y	N	D	56. Prepare and recommend public relations and communication policies.	1 2 3 4 5 6 7
Y	N	D	57. Develop a procedure to coordinate the use of advisory committees.	1 2 3 4 5 6 7
Y	N	D	58. Participate in community organizations.	1 2 3 4 5 6 7
Y	N	D	59. Meet and confer with individuals about vocational programs.	1 2 3 4 5 6 7
Y	N	D	60. Promote parent and teacher groups.	1 2 3 4 5 6 7
Y	N	D	61. Develop and present information and promotional materials/programs.	1 2 3 4 5 6 7
Y	N	D	62. Conduct an alumni relations program.	1 2 3 4 5 6 7
Y	N	D	63. Secure and evaluate information feedback about vocational programs.	1 2 3 4 5 6 7
Y	N	D	64. Evaluate the school's public relations program.	1 2 3 4 5 6 7
			FACILITIES AND EQUIPMENT MANAGEMENT	
Y	N	D	65. Determine the facilities needed, space and condition.	1 2 3 4 5 6 7
Y	N	D	66. Recommend specifications for facilities and equipment.	1 2 3 4 5 6 7
Y	N	D	67. Analyze bids and contracts and recommend board action.	1 2 3 4 5 6 7
Y	N	D	68. Conduct land and facility feasibility studies and recommend alternatives.	1 2 3 4 5 6 7
Y	N	D	69. Recommend appropriate architects and supervise architectural work.	1 2 3 4 5 6 7
Y	N	D	70. Develop and utilize a comprehensive safety program.	1 2 3 4 5 6 7
Y	N	D	71. Develop and implement an equipment and supply inventory system.	1 2 3 4 5 6 7
Y	N	D	72. Establish a maintenance program for equipment, facilities, and grounds.	1 2 3 4 5 6 7
Y	N	D	73. Develop and supervise procedures for community use of facilities.	1 2 3 4 5 6 7
Y	N	D	74. Develop and operate a building security program.	1 2 3 4 5 6 7
			BUSINESS AND FINANCIAL MANAGEMENT	
Y	N	D	75. Prepare and recommend financial policies.	1 2 3 4 5 6 7
Y	N	D	76. Adapt an appropriate financial accounting system.	1 2 3 4 5 6 7
Y	N	D	77. Prepare and regulate cooperation, program, and capital improvement budget.	1 2 3 4 5 6 7
Y	N	D	78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1 2 3 4 5 6 7
Y	N	D	79. Analyze the cost of operating programs and services.	1 2 3 4 5 6 7
Y	N	D	80. Locate and procure sources of funds for program development and operation.	1 2 3 4 5 6 7
Y	N	D	81. Determine and obtain appropriate insurance coverage.	1 2 3 4 5 6 7
Y	N	D	82. Present levies and bond issues to voters.	1 2 3 4 5 6 7
Y	N	D	83. Prepare local, state, and federal reports.	1 2 3 4 5 6 7
			AUXILIARY SERVICES MANAGEMENT	
Y	N	D	84. Arrange for student transportation services.	1 2 3 4 5 6 7
Y	N	D	85. Oversee school food services.	1 2 3 4 5 6 7
Y	N	D	86. Arrange for school health services.	1 2 3 4 5 6 7

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Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

SUPERORDINATE OR COLLEAGUE PARALLEL FORMS:

SECTION I–VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE
SECTION III–ADMINISTRATOR TASKS

IMPORTANT – READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The purpose of this needs assessment process is to assist the administrator in effectively formulating a personal professional development plan. The needs assessment instruments look at the administrator and his/her position from a number of perspectives considered important to effective vocational education administration. The administrator who gave you these materials has already completed a self-assessment. The second step in this needs assessment process is to obtain parallel comparative assessments by appropriate other individuals.

As superordinate or colleague to the administrator, you are in a position to offer a unique comparative assessment from two perspectives. The first is your perception of the importance of a set of knowledges to the specific *administrative position*. The second is *your perception* of the *administrator's* need to improve in terms of specific administrative tasks. Aggregate data from these parallel assessments will allow the administrator to look at the congruence of self-perception with those compiled from appropriate other individuals.

Please complete the attached parallel assessment form by following all directions carefully. *Leave no items blank*. Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. Note that these instruments and procedure are *not* intended as an *evaluation* of the total effectiveness of an administrator. The purpose of the needs assessment process is to identify need areas that the administrator may wish to include in his/her plan for continued professional growth. All forms of this needs assessment are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code # _____-_____

Your Position Title _____

SUPERORDINATE OR COLLEAGUE PARALLEL FORM: SECTION I--VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are necessary for functioning in a wide range of vocational education administrator positions. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. Indicate your perception of the *importance of the knowledge area to the administrative position* being examined by circling the appropriate number on the scale. The number "1" indicates "very low importance" to the position, and "7" indicates "very high importance" to the position. See the sample item below.

	Importance to the Administrative Position
KNOWLEDGE AREA	Low Moderate High
Sample A. Vocational psychology	1 2 3 (4) 5 6 7

	Low Moderate High
ADMINISTRATIVE MANAGEMENT	
1. Administration and management process	1 2 3 4 5 6 7
2. Administration and management systems theory	1 2 3 4 5 6 7
3. Personnel management and supervision	1 2 3 4 5 6 7
4. Leadership and management styles	1 2 3 4 5 6 7
5. Time management systems	1 2 3 4 5 6 7
PUBLIC EDUCATION PHILOSOPHY	
6. Social foundations of education	1 2 3 4 5 6 7
7. Politics of education	1 2 3 4 5 6 7
8. Values and ethics in education	1 2 3 4 5 6 7
9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
VOCATIONAL EDUCATION	
11. Vocational psychology	1 2 3 4 5 6 7
12. Vocational guidance	1 2 3 4 5 6 7
13. History and philosophy of vocational education	1 2 3 4 5 6 7
14. Manpower development programs	1 2 3 4 5 6 7
PUBLIC SCHOOL RULES AND REGULATIONS	
15. Public school finance and economics	1 2 3 4 5 6 7
16. School law and regulations	1 2 3 4 5 6 7
17. Business procedures and accounting systems	1 2 3 4 5 6 7
EDUCATIONAL PSYCHOLOGY AND METHODS	
18. Curriculum development theory	1 2 3 4 5 6 7
19. Learning theory	1 2 3 4 5 6 7
20. Teaching methods	1 2 3 4 5 6 7
21. Instructional systems	1 2 3 4 5 6 7
22. Facilitating change in an institution	1 2 3 4 5 6 7
PUBLIC AND STAFF RELATIONS	
23. Formal communication processes	1 2 3 4 5 6 7
24. Group dynamics	1 2 3 4 5 6 7
25. Interpersonal communication	1 2 3 4 5 6 7
26. School-community relations	1 2 3 4 5 6 7
27. Labor relations and contract management	1 2 3 4 5 6 7
INFORMATION INTERPRETATION AND RESEARCH	
28. Measurement and statistics	1 2 3 4 5 6 7
29. Research procedure and design	1 2 3 4 5 6 7
30. Management information systems	1 2 3 4 5 6 7

SUPERORDINATE OR COLLEAGUE PARALLEL FORM:
SECTION III--VOCATIONAL EDUCATION ADMINISTRATOR TASKS

DIRECTIONS: The following list represents tasks common to effective vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within the administrator's job responsibility by circling "Y" for Yes; "N" for No; or if the task is within the administrator's job responsibility but is delegated to other staff members, circle "D". If the administrator provides less than 20 percent of the effort, consider the task delegated. Second, if you circled "Y" or "D" for a task, proceed to the column on the right and indicate your perception of the administrator's need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve", and "7" indicates "high need to improve". If you circled "N" for a task, go on to the next item. See the sample items below.

	Task Within the Administrator's Job Responsibility?			TASKS	Need to Improve
	Yes	No	Delegated		Low Moderate High
Sample	(Y)	N	D	A. Prepares busing schedules.	1 2 3 (4) 5 6 7
	Y	N	(D)	B. Coordinates athletic activities.	1 (2) 3 4 5 6 7
	Y	(N)	D	C. Prepares a course offering master schedule.	1 2 3 4 5 6 7

				Low Moderate High
			PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	
Y	N	D	1. Collects and analyzes manpower needs assessment data.	1 2 3 4 5 6 7
Y	N	D	2. Interprets and applies state and/or federal vocational education legislation.	1 2 3 4 5 6 7
Y	N	D	3. Utilizes federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
Y	N	D	4. Develops overall vocational program goals.	1 2 3 4 5 6 7
Y	N	D	5. Prepares annual and long-range program plans.	1 2 3 4 5 6 7
Y	N	D	6. Prepares and recommends program policies to the administration and board.	1 2 3 4 5 6 7
Y	N	D	7. Implements local board and administrative policies.	1 2 3 4 5 6 7
Y	N	D	8. Designs and implements a local program evaluation system.	1 2 3 4 5 6 7
Y	N	D	9. Writes proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
Y	N	D	10. Coordinates local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
Y	N	D	11. Conducts local research studies, and utilizes results in program improvement.	1 2 3 4 5 6 7
			CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
Y	N	D	12. Establishes and monitors instructional program entry and completion requirements.	1 2 3 4 5 6 7
Y	N	D	13. Coordinates the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
Y	N	D	14. Designs and monitors student progress reporting procedures.	1 2 3 4 5 6 7
Y	N	D	15. Establishes and implements a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
Y	N	D	16. Prepares a master schedule of course offerings.	1 2 3 4 5 6 7
Y	N	D	17. Guides staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
Y	N	D	18. Integrates vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
Y	N	D	19. Integrates cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	20. Integrates supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	21. Integrates special needs programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	22. Integrates adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	23. Utilizes community resources in curriculum development.	1 2 3 4 5 6 7
Y	N	D	24. Coordinates the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
Y	N	D	25. Monitors and approves selection of instructional equipment and materials.	1 2 3 4 5 6 7
			STUDENT SERVICES	
Y	N	D	26. Supervises student recruitment and admission services.	1 2 3 4 5 6 7
Y	N	D	27. Arranges for and monitors student financial aid programs.	1 2 3 4 5 6 7
Y	N	D	28. Monitors student guidance and testing services.	1 2 3 4 5 6 7
Y	N	D	29. Monitors student job placement and follow-up services.	1 2 3 4 5 6 7
Y	N	D	30. Monitors extra curricular activities.	1 2 3 4 5 6 7
Y	N	D	31. Provides for a student record-keeping system.	1 2 3 4 5 6 7
Y	N	D	32. Interprets and applies student rights laws and regulations.	1 2 3 4 5 6 7
			PERSONNEL MANAGEMENT	
Y	N	D	33. Develops, recommends, and communicates personnel policies.	1 2 3 4 5 6 7
Y	N	D	34. Determines program staffing requirements and establishes recruitment procedures.	1 2 3 4 5 6 7
Y	N	D	35. Participates in negotiating staff working agreements.	1 2 3 4 5 6 7
Y	N	D	36. Establishes and implements staff grievance procedures.	1 2 3 4 5 6 7

(OVER)

Task Within the Administrator's Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
Y	N	D	37. Interprets and implements the staff working agreement.	1 2 3 4 5 6 7
Y	N	D	38. Schedules staff work loads, leaves, vacations, and sabbaticals.	1 2 3 4 5 6 7
Y	N	D	39. Supervises the work of teachers and other school personnel.	1 2 3 4 5 6 7
Y	N	D	40. Maintains a staff record-keeping system.	1 2 3 4 5 6 7
Y	N	D	41. Maintains staff communication via meetings, bulletins, and other communications.	1 2 3 4 5 6 7
Y	N	D	42. Provides guidance to staff on legal matters affecting the school program.	1 2 3 4 5 6 7
Y	N	D	43. Provides an evaluation system for staff performance and recommends staff promotions and dismissals.	1 2 3 4 5 6 7
Y	N	D	44. Interprets and applies staff employment laws and regulations.	1 2 3 4 5 6 7
			STAFF DEVELOPMENT	
Y	N	D	45. Assesses staff development needs.	1 2 3 4 5 6 7
Y	N	D	46. Provides for the communication of assessed needs to individual staff members.	1 2 3 4 5 6 7
Y	N	D	47. Conducts and/or arranges for staff development in-service programs.	1 2 3 4 5 6 7
Y	N	D	48. Provides and monitors pre-service programs for professional personnel.	1 2 3 4 5 6 7
Y	N	D	49. Evaluates staff development programs.	1 2 3 4 5 6 7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	
Y	N	D	50. Develops and maintains professional relationships with other administrators and state department staff.	1 2 3 4 5 6 7
Y	N	D	51. Participates in professional organizations.	1 2 3 4 5 6 7
Y	N	D	52. Participates in the development of vocational education legislation and the state plan.	1 2 3 4 5 6 7
Y	N	D	53. Represents teacher interests and concerns to other administrators and the board.	1 2 3 4 5 6 7
Y	N	D	54. Uses and contributes to professional literature.	1 2 3 4 5 6 7
Y	N	D	55. Develops a plan for promoting good public relations.	1 2 3 4 5 6 7
Y	N	D	56. Prepares and recommends public relations and communication policies.	1 2 3 4 5 6 7
Y	N	D	57. Develops a procedure to coordinate the use of advisory committees.	1 2 3 4 5 6 7
Y	N	D	58. Participates in community organizations.	1 2 3 4 5 6 7
Y	N	D	59. Meets and confers with individuals about vocational programs.	1 2 3 4 5 6 7
Y	N	D	60. Promotes parent and teacher groups.	1 2 3 4 5 6 7
Y	N	D	61. Develops and presents information and promotional materials/programs.	1 2 3 4 5 6 7
Y	N	D	62. Conducts an alumni relations program.	1 2 3 4 5 6 7
Y	N	D	63. Secures and evaluates information feedback about vocational programs.	1 2 3 4 5 6 7
Y	N	D	64. Evaluates the school's public relations program.	1 2 3 4 5 6 7
			FACILITIES AND EQUIPMENT MANAGEMENT	
Y	N	D	65. Determines the facilities needed, space, and condition.	1 2 3 4 5 6 7
Y	N	D	66. Recommends specifications for facilities and equipment.	1 2 3 4 5 6 7
Y	N	D	67. Analyzes bids and contracts and recommends board action.	1 2 3 4 5 6 7
Y	N	D	68. Conducts land and facility feasibility studies and recommends alternatives.	1 2 3 4 5 6 7
Y	N	D	69. Recommends appropriate architects and supervises architectural work.	1 2 3 4 5 6 7
Y	N	D	70. Develops and utilizes a comprehensive safety program.	1 2 3 4 5 6 7
Y	N	D	71. Develops and implements an equipment and supply inventory system.	1 2 3 4 5 6 7
Y	N	D	72. Establishes a maintenance program for equipment, facilities, and grounds.	1 2 3 4 5 6 7
Y	N	D	73. Develops and supervises procedures for community use of facilities.	1 2 3 4 5 6 7
Y	N	D	74. Develops and operates a building security program.	1 2 3 4 5 6 7
			BUSINESS AND FINANCIAL MANAGEMENT	
Y	N	D	75. Prepares and recommends financial policies.	1 2 3 4 5 6 7
Y	N	D	76. Adapts an appropriate financial accounting system.	1 2 3 4 5 6 7
Y	N	D	77. Prepares and regulates operational, program, and capital improvement budget.	1 2 3 4 5 6 7
Y	N	D	78. Establishes procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1 2 3 4 5 6 7
Y	N	D	79. Analyzes the cost of operating programs and services.	1 2 3 4 5 6 7
Y	N	D	80. Locates and procures sources of funds for program development and operation.	1 2 3 4 5 6 7
Y	N	D	81. Determines and obtains appropriate insurance coverage.	1 2 3 4 5 6 7
Y	N	D	82. Presents levies and bond issues to voters.	1 2 3 4 5 6 7
Y	N	D	83. Prepares local, state, and federal reports.	1 2 3 4 5 6 7
			AUXILIARY SERVICES MANAGEMENT	
Y	N	D	84. Arranges for student transportation services.	1 2 3 4 5 6 7
Y	N	D	85. Oversees school food services.	1 2 3 4 5 6 7
Y	N	D	86. Arranges for school health services.	1 2 3 4 5 6 7

September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

PARALLEL FORM :
SECTION II–GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

IMPORTANT – READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURES

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The administrator who gave you this form has already completed a self-assessment. The staff development needs assessment looks at administrative functioning from a number of perspectives considered important to effective vocational education administration. One of these perspectives is the administrator's operation in what are called general administrative/managerial procedures. Examining these procedures provides a utility index of the individual's general administrative skills and style.

You and two other staff members have been asked to provide a comparative parallel assessment of your administrator because your position allows direct observation of many of his or her administrative responsibilities. *The compiled average rating* from the three parallel assessments will be returned to the administrator. This parallel assessment rating is designed to allow the administrator to compare self perceptions with those of other individuals. The purpose of this needs assessment is to assist the administrator in effectively formulating a personal professional development plan.

Please complete the parallel assessment form by following all directions carefully. *Leave no items blank.* Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. All forms are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code #_____

Administrative Position Title _____

PARALLEL FORM:
SECTION II--GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

DIRECTIONS: This section deals with how an administrator functions in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified and are thought to influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often you feel the administrator utilizes the operation as he/she works in the respective area by circling the appropriate number on the scale. The number "1" indicates "never" and "7" indicates "always". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, the administrator: involves effected individuals in the evaluation process.	1 2 (3) 4 5 6 7

	Never Often Always
When involved in DECISION MAKING, the administrator:	
1. identifies the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assembles facts, opinions and ideas important to the decision.	1 2 3 4 5 6 7
3. formulates a viable list of alternatives and objectively considers them.	1 2 3 4 5 6 7
4. objectively selects the most promising and appropriate alternatives.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, the administrator:	
5. provides for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitors the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognizes and utilizes the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
8. recognizes and utilizes the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
9. establishes priorities and appropriately allocates time.	1 2 3 4 5 6 7
When involved in PLANNING, the administrator:	
10. defines and clarifies purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigates and addresses factors of possible impact.	1 2 3 4 5 6 7
12. analyzes and forecasts effects of possible courses of action on achievement of purpose.	1 2 3 4 5 6 7
13. effectively utilizes available staff input.	1 2 3 4 5 6 7
14. formally designs a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, the administrator:	
15. establishes and maintains a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicates ideas and assignments.	1 2 3 4 5 6 7
17. provides for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicits and gives prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. reacts to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. is consistently approachable, accessible, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, the administrator:	
21. delegates tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assigns task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegates tasks with communication of expected outcomes.	1 2 3 4 5 6 7
24. delegates tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegates tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, the administrator:	
26. utilizes the authority of the position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provides for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourages stimulating and creative thought.	1 2 3 4 5 6 7
29. utilizes the authority of the position in a consistent manner.	1 2 3 4 5 6 7
30. supports appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediates and arbitrates conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, the administrator:	
32. appropriately selects, defines and delineates the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilizes appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collects data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involves affected individuals in the evaluation process.	1 2 3 4 5 6 7
36. uses evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draws conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

APPENDIX II:

FEEDBACK PACKAGE

Code #_____

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

FEEDBACK PACKAGE

This feedback package presents the information gathered by your needs assessment instruments in both summary and detailed form. The summary information is presented on a three page fold-out display to provide an opportunity to look for possible relationships among the three assessment sections. Rules used in computation of summary values are on the back of this folder. Detailed data from your needs assessment instruments and Staff Development Planning Sheet are provided as enclosures.

As you study this feedback package, you should:

1) Review the summary feedback information graphs for each assessment area. Remember that the graphs represent categorized information -- the ratings represent a composite of specific items on the needs assessment instruments. The detailed data can be viewed to determine individual item results.

2) Consider as possible high potential personal development needs those specific items listed below the graph for each section.

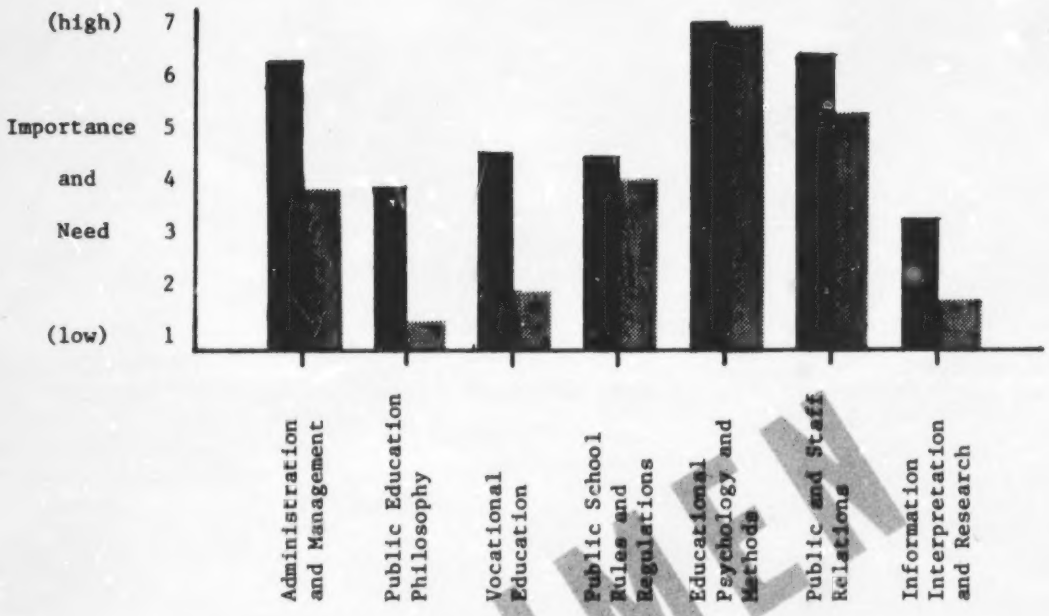
3) Evaluate the overall agreement of your peers. Causes of substantial differences (or similarities) should be investigated. Explore possible reasons for incongruity, i.e., "Did my associates have adequate information to properly respond to the item?" or "Is the difference the result of a desired administrative procedure?"

4) Look for potential relationships between needs identified in each assessment section because the information is not necessarily mutually exclusive. For example, a need within the knowledge area may be related to a need in the administrative tasks area or a need in general administrative management procedures may relate to a number of needs in the administrator task area.

5) Use the planning sheet to develop a list of your personal staff development objectives and activities.

SPECIMEN

Section I: Administrative Knowledge Base



KEY: ■ Perceived importance to your position (mean of self and parallel assessment ratings).

▪ Self assessment of need to acquire more knowledge.

SPECIMEN

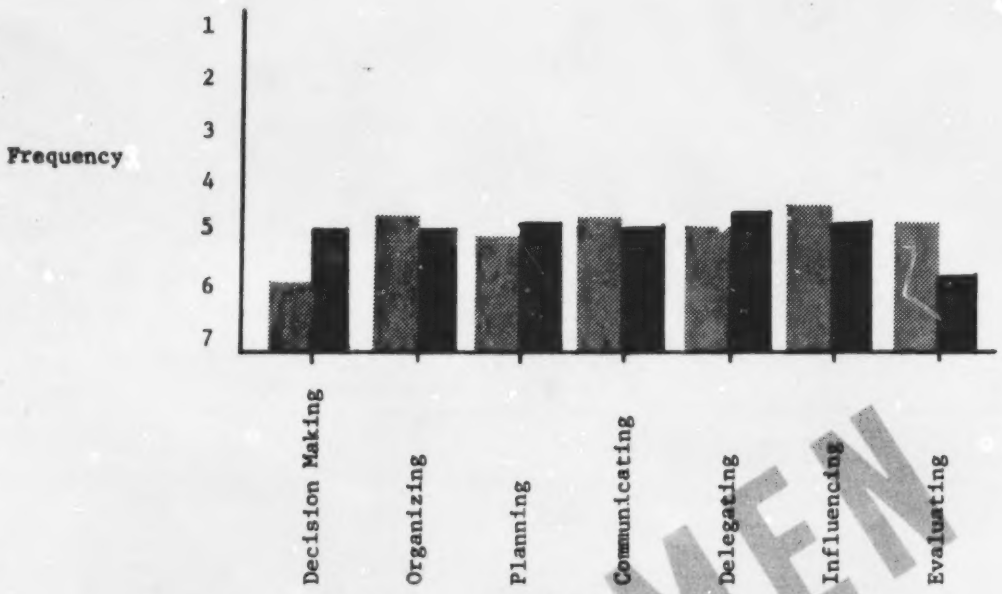
The following 5 specific knowledge items were ranked highest by combined ratings of importance to your position (self & parallel assessment mean) and need to improve.

21. *Instructional systems*
22. *Facilitating change in an institution*
19. *Learning theory*
20. *Teaching methods*
24. *Group dynamics*

The following 5 knowledge items showed the greatest differences of agreement on importance between your self assessment and the parallel assessments.

11. *Vocational psychology*
27. *Labor relations and contract management*
6. *Social foundations of education*
3. *Personnel management and supervision*
28., 29., 30.

Section II: General Administrative/Management Procedures



KEY: ▒ Self rating.

■ Mean rating of parallel assessments.

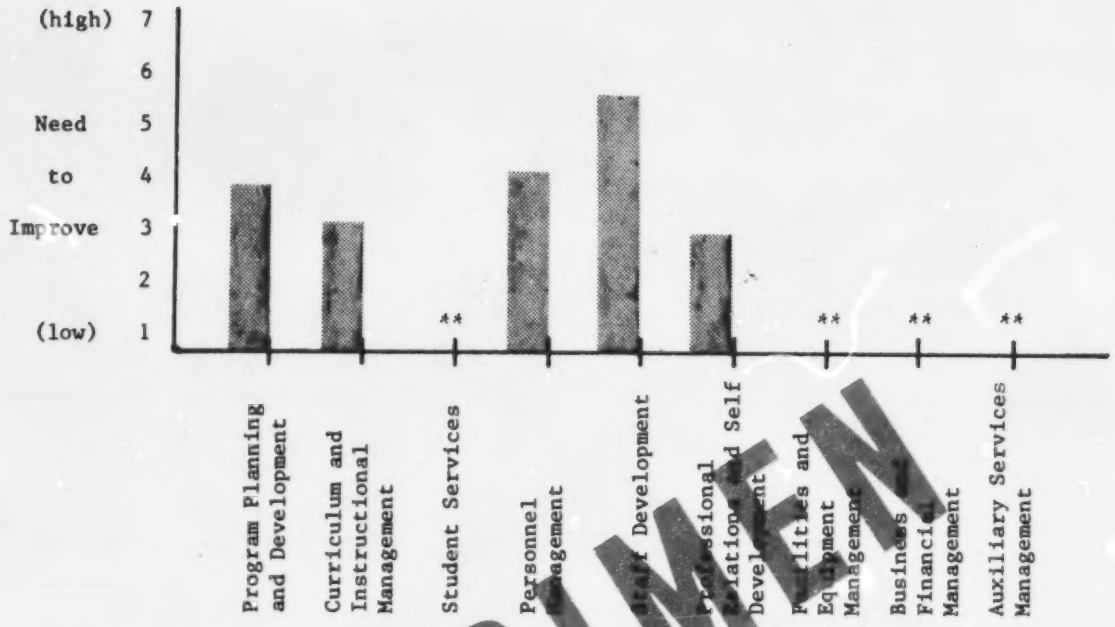
NOTE: The vertical scale for this section is inverted to retain format consistency with the other graphs. A low frequency of management operation utilization suggests a possible need area.

SPECIMEN

The following 5 items showed the greatest incongruence on specific operations between your self and mean parallel assessment ratings.

36. *Use evaluation procedures that are consistent with local, state policies.*
32. *Appropriately select, define, and delineate the activity or program being evaluated.*
3. *Formulate a viable list of alternatives and objectively consider them.*
5. *Provide for an organizational structure appropriate to the situation.*
14. *Formally design a plan consistent with the defined purposes and scope of the operation.*
34. *Involve staff in the evaluation process.*

Section III: Vocational Education Administration Tasks



KEY: _____ Self rating of need to improve

** A category is reported only if a minimum of 1/2 of the specific items were rated as within your responsibility.

The following 5 specific tasks were ranked as greatest need to improve by the combined rating of your self assessment and the mean of your parallel assessments ratings.

47. *Conduct and/or arrange for staff development in-service programs*
43. *Provide an evaluation system for staff performance and recommend staff promotions and dismissals*
17. *Guide staff in selecting and using effective instructional strategies*
39. *Supervise the work of teachers and other school personnel*
45. *Assess staff development needs.*

The following 5 items reflect the greatest differences in agreement between you and your parallel assessment ratings of task responsibility.

NONE

SPECIMEN

Code #_____

Detailed Feedback Data

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

Item	Importance to Your Position		Need to Acquire More Knowledge
	Self rating	Average of peers ratings	Self rating
ADMINISTRATION AND MANAGEMENT			
1. Administration and management process	7	6.3	4
2. Administration and management systems theory	4	5.0	2
3. Personnel management and supervision	4	7.0	4
4. Leadership and management styles	7	7.0	4
5. Time management systems	7	6.3	5
PUBLIC EDUCATION PHILOSOPHY			
6. Social foundations of education	1	4.3	1
7. Politics of education	3	4.3	1
8. Values and ethics in education	3	5.3	1
9. Ethnic/sex stereotyping	4	6.0	2
10. Social, psychological, and economical patterns of special	3	4.7	2
VOCATIONAL EDUCATION			
11. Vocational psychology	2	6.3	1
12. Vocational guidance	3	5.3	2
13. History and philosophy of vocational education	3	5.3	1
14. Manpower development programs	4	4.3	3
PUBLIC SCHOOL RULES AND REGULATIONS			
15. Public school finance and economics	4	4.7	3
16. School law and regulations	5	4.7	5
17. Business procedures and accounting systems	4	5.3	4
EDUCATIONAL PSYCHOLOGY AND METHODS			
18. Curriculum development theory	7	6.3	6
19. Learning theory	7	6.3	7
20. Teaching methods	7	6.0	7
21. Instructional systems	7	7.0	7
22. Facilitating change in an institution	7	7.0	7
PUBLIC AND STAFF RELATIONS			
23. Formal communication processes	7	6.3	5
24. Group dynamics	7	7.0	6
25. Interpersonal communication	7	6.3	6
26. School-community relations	5	6.0	5
27. Labor relations and contract management	2	5.7	2
INFORMATION INTERPRETATION AND RESEARCH			
28. Measurement and statistics	2	4.7	1
29. Research procedure and design	2	4.7	1
30. Management information systems	3	5.7	3

SPECIMEN

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

Item	Utilization	
	Self Rating	Average of Staff Ratings
When involved in DECISION MAKING, I:		
1. identify the purposes and/or goals served by a particular decision.	6	5.3
2. assemble facts, opinions, and ideas important to the decision.	6	6.0
3. formulate a viable list of alternatives and objectively consider them.	6	4.7
4. select the most promising and appropriate alternative.	5	5.0
When working in an ORGANIZING capacity, I:		
5. provide for an organizational structure appropriate to the situation.	6	4.7
6. monitor the effectiveness of an organizational structure in serving its situation.	5	5.3
7. recognize and utilize the total system of informal organizational structures in the district.	5	5.3
8. recognize and utilize the total system of formal organizational structures in the district.	4	5.0
9. establish priorities and appropriately allocate time.	4	5.0
When involved in PLANNING, I:		
10. define and clarify purpose and scope of the operation.	5	5.0
11. investigate and address factors affecting the achievement of purposes.	5	4.7
12. analyze and forecast effects of possible courses of action on achievement of purposes.	5	4.7
13. effectively utilize available staff input.	5	5.0
14. formally design a plan consistent with the defined purposes and scope of the operation.	6	4.7
In the process of COMMUNICATING, I:		
15. establish and maintain a sufficient range of communication channels.	6	5.3
16. clearly communicate ideas and assignments.	5	6.0
17. provide for staff awareness of the school's operation.	4	5.0
18. solicit and give prompt attention to staff ideas and concerns.	4	4.7
19. react to people with a positive regard for each individual.	5	5.0
20. am consistently approachable, considerate, and courteous.	5	6.0
When DELEGATING assignments and responsibility, I:		
21. delegate tasks in a fair and objective manner consistent with organizational needs.	5	5.3
22. assign task responsibility to the most appropriate staff member.	5	5.7
23. delegate tasks with the specification of expected outcomes.	5	5.7
24. delegate tasks with the authority necessary for completion.	5	5.0
25. delegate tasks with a provision for feedback concerning quality and completion.	5	5.0
In the process of INFLUENCING, I:		
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	5	5.3
27. provide for cooperative staff participation in the development of policies and plans.	5	5.3
28. effectively encourage stimulating and creative thought.	5	5.0
29. utilize the authority of my position in a consistent manner.	5	5.3
30. support appropriate subordinate decisions.	5	5.3
31. tactfully mediate and arbitrate conflicts.	5	5.0
When involved with EVALUATING, I:		
32. appropriately select, define, and delineate the activity or program being evaluated.	4	5.7
33. utilize appropriate evaluation measures and techniques.	4	5.7
34. objectively collect data on identified criteria or assumptions.	4	5.3
35. involve staff in the evaluation process.	3	5.7
36. use evaluation procedures that are consistent with local, state, and federal policies.	6	5.7
37. draw conclusions from analysis and interpretation of pertinent data.	4	5.0

SPECIMEN

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION				
1. Collect and analyze manpower needs assessment data.	Y	D2Y	1	3.3
2. Interpret and apply state and/or federal vocational education legislation.	Y	3Y	2	3.0
3. Utilize federal, state, and district resources in program development and operation.	Y	3Y	4	3.3
4. Develop overall vocational program goals.	Y	2YD	5	3.7
5. Prepare annual and long-range program plans.	Y	3Y	5	3.3
6. Prepare and recommend program policies to the administration and board.	Y	2YN	3	1.0
7. Implement local board and administrative policies.	Y	3Y	2	3.0
8. Design and implement a local program evaluation system.	Y	2YD	5	3.7
9. Write proposals for the funding of new programs and improvement of existing programs.	Y	2YD	5	3.7
10. Coordinate local demonstration, pilot, and exemplary programs.	Y	2YN	5	2.7
11. Conduct local research studies and utilize results in program improvement.	N	2NY	-	2.0
CURRICULUM AND INSTRUCTIONAL MANAGEMENT				
12. Establish and monitor instructional program entry and completion requirements.	D	2YD	4	3.3
13. Coordinate the establishment and enforcement of student rules and policies.	Y	DNY	1	1.3
14. Design and monitor student progress reporting procedures.	D	2DY	4	2.7
15. Establish and implement a curriculum that will achieve the school's instructional goals.	D	3Y	4	3.7
16. Prepare a master schedule of course offerings.	N	DYN	-	2.7
17. Guide staff in selecting and using effective instructional strategies.	Y	3Y	6	3.3
18. Integrate vocational student organization activities into the instructional program.	D	2ND	3	.7
19. Integrate cooperative education programs into the total curriculum.	D	NYD	2	2.3
20. Integrate supplemental/remedial programs into the total curriculum.	D	2DN	2	1.7

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
21. Integrate special needs programs into the total curriculum.	D	2DN	2	1.3
22. Integrate adult/continuing education programs into the total curriculum.	N	2ND	-	.7
23. Utilize community resources in curriculum development.	Y	2YD	4	3.3
24. Coordinate the articulation of secondary and post-secondary vocational programs.	Y	2DN	4	2.0
25. Monitor and approve selection of instructional equipment and materials.	Y	2YD	2	3.3
STUDENT SERVICES				
26. Supervise student recruitment and admission services.	Y	3D	2	4.0
27. Arrange for and monitor student financial aid programs.	N	2DN	-	1.3
28. Monitor student guidance and testing services.	N	3D	-	3.3
29. Monitor student job placement and follow-up services.	Y	3D	2	3.7
30. Monitor extra curricular activities.	N	2DN	-	.7
31. Provide for a student record-keeping system.	N	3D	-	3.3
32. Interpret and apply staff employment laws and regulations.	Y	2YD	1	3.3
PERSONNEL MANAGEMENT				
33. Develop, recommend, and communicate personnel policies.	N	2YN	-	1.3
34. Determine program staffing requirements and establish recruitment procedures.	Y	2YN	3	1.7
35. Participate in negotiating staff working agreements.	N	2ND	-	.7
36. Establish and implement staff grievance procedures.	N	2ND	-	.7
37. Interpret and implement the staff working agreement.	Y	2YN	4	2.0
38. Schedule staff work loads, leaves, vacations, and sabbaticals.	Y	2ND	3	1.3
39. Supervise the work of teachers and other school personnel.	Y	2YD	5	4.3
40. Maintain a staff record-keeping system.	Y	2DN	6	2.0

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
41. Maintain staff communication via meetings, bulletins, and other communications.	Y	3Y	5	3.3
42. Provide guidance to staff on legal matters affecting the school program.	Y	2YN	3	1.3
43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	Y	3Y	6	3.7
44. Interpret and apply staff employment laws and regulations.	Y	2YN	1	1.7
STAFF DEVELOPMENT				
45. Assess staff development needs.	Y	3Y	6	3.3
46. Provide for the communication of assessed needs to individual staff members.	Y	3Y	5	3.7
47. Conduct and/or arrange for staff development in-service programs.	Y	2YD	6	4.3
48. Provide and monitor pre-service programs for professional personnel.	Y	YND	6	2.3
49. Evaluate staff development programs.	Y	2YN	6	2.0
PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT				
50. Develop and maintain a professional relationship with other administrators and state department staff.	Y	3Y	3	3.7
51. Participate in professional organizations.	Y	3Y	3	3.3
52. Participate in the development of vocational education legislation and the state plan.	Y	2YN	1	2.0
53. Represent teacher interests and concerns to other administrators and the board.	Y	3Y	3	4.0
54. Use and contribute to professional literature.	Y	3Y	1	3.3
55. Develop a plan for promoting good public relations.	Y	2DY	2	3.7
56. Prepare and recommend public relations and communication policies.	N	3D	-	4.0
57. Develop a procedure to coordinate the use of advisory committees.	Y	3Y	5	3.7
58. Participate in community organizations.	Y	2YN	4	2.0
59. Meet and confer with individuals with vocational programs.	Y	3Y	4	3.0
60. Promote parent and teacher groups.	N	3N	-	.7

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
61. Develop and present information and promotional materials/programs.	D	3D	3	3.3
62. Conduct an alumni relations program.	N	2ND	-	.7
63. Secure and evaluate information feedback about vocational programs.	Y	3D	5	3.7
64. Evaluate the school's public relations program.	D	2DY	2	3.7
FACILITIES AND EQUIPMENT MANAGEMENT				
65. Determine the facilities needed, space and condition.	Y	2NY	2	.7
66. Recommend specifications for facilities and equipment.	Y	2YN	2	3.0
67. Analyze bids and contracts and recommend board action.	N	2NY	-	3.3
68. Conduct land and facility feasibility studies and recommend alternatives.	N	3N	-	.0
69. Recommend appropriate architects and supervise architectural work.	N	3N	-	.0
70. Develop and utilize a comprehensive safety program.	Y	2DN	4	3.0
71. Develop and implement an equipment and supply inventory system.	N	2ND	-	1.0
72. Establish a maintenance program for equipment, facilities, and grounds.	N	2DN	-	2.0
73. Develop and supervise procedures for community use of facilities.	N	2ND	-	.7
74. Develop and operate a building security program.	N	2ND	-	.3
BUSINESS AND FINANCIAL MANAGEMENT				
75. Prepare and recommend financial policies.	N	2NY	-	.3
76. Adapt an appropriate financial accounting system.	N	3N	-	.0
77. Prepare and regulate cooperation, program, and capital improvement budget.	Y	2NY	2	1.0
78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collection, etc.	N	3N	-	.0
79. Analyze the cost of operating programs and services.	Y	2NY	3	.7
80. Locate and procure sources of funds for program development and operation.	Y	2YN	3	2.3

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
81. Determine and obtain appropriate insurance coverage.	N	3N	-	.0
82. Present levies and bond issues to voters.	N	3N	-	.0
83. Prepare local, state, and federal reports.	N	DNY	-	3.0
AUXILIARY SERVICES MANAGEMENT				
84. Arrange for student transportation services.	N	DNY	-	1.3
85. Oversee school food services.	N	ND-	-	2.0
86. Arrange for school health services.	N	ND-	-	.7

SPECIMEN